2006-2007
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NISON

DENISON UNIVERSITY · GRANVILLE · OHIO

CATALOG
2005 · 2006

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The University complies with requirements of Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 as amended, the Rehabilitation Act of 1973, Title IX of the Educational Amendments Act of 1972, the Veterans Readjustment Act of 1974, the Americans with Disabilities Act of 1990, and all other applicable federal, state and local statutes, ordinances, and regulations.

Please Note

The policies and practices outlined in this publication may be revised, revoked or supplemented at the discretion of the University subject to reasonable time notifications. They are in no way to be considered contractual obligations.

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History and Purposes

Denison: A Rich History

Denison holds a storied place in American higher education. Among the earliest colleges to be established in the old "Northwest Territory" beyond the Allegheny Mountains and north of the Ohio River, it held its first classes during the presidency of Andrew Jackson. Its founders were ambitious frontier people, determined to nurture leadership for education, commerce, religion, and government. For their initial guidance, they turned to graduates of Brown University in Rhode Island, which had a history of preparing Baptist clergy for service in the West. First called the Granville Literary and Theological Institution, it soon took the name Granville College, and, in the mid-1850s, Denison University, in honor of a key benefactor.

The college's early fortunes rose and fell with the leading developments of the young American nation: the canal and railroad booms, westward expansion, sectionalism and civil war. Students, professors, and graduates alike were deeply engaged with the central issues of their times. Many were committed to anti-slavery activism. Others took an early interest in women's education, providing encouragement for not one, but two women's colleges in Granville. By the end of the Civil War, women were joining men in Denison classes, and at the turn of the century, Shepardson College for Women was physically integrated into Denison. The early curriculum was broad and demanding: classical languages, English grammar, rhetoric, mathematics, history and geography, philosophy and theology, and, especially following the "Darwinian revolution" of the mid-nineteenth century, natural sciences.

Well before it reached its first centennial, Denison had gained a reputation for attracting outstanding professors and college leaders, sending a number on to advance higher education across the country. William Rainey Harper, founding president of the University of Chicago, held his first professorship at Denison. Clarence Luther Herrick, later president of the University of New Mexico, served Denison as Professor of Geology and Natural History and initiated an innovative scholarly journal, *Bulletin of the Scientific Laboratories of Denison University*, in 1885. Denison president E. Benjamin Andrews subsequently led Brown University and served as chancellor of the University of Nebraska. President Daniel Purinton took leadership of West Virginia University. The academic reputation of Denison briefly encouraged the faculty and Trustees to offer graduate degrees, but by the early twentieth century it was clear that the strength of the institution was in high-quality undergraduate instruction, and the title "university" was retained primarily for historical reasons.

Focus upon leadership in undergraduate education and commitment to the residential principle led the college to develop concrete plans for the physical expansion of the campus and measured growth, with the college reaching its present size of about 2,000 students by 1970. In 1916, the famed landscape architectural firm of Frederick Law Olmsted Sons, whose founder was the designer of New York's Central Park, some of the great Chicago lakefront parks, and distinguished college campuses such as Stanford and Wellesley, produced an innovative design for Denison. The "Olmsted Plan" has remained the touchstone for the continuing development of the Denison campus, locating academic halls on the center of the College Hill, placing residential halls on the east and west wings of the hill, and arranging buildings in quadrangles, sometimes leaving one side open to take advantage of the views across the hills and valleys north and south. The plan also posited a pedestrian-friendly campus which encouraged the chance meetings and casual conversations among both students and faculty that advance learning and friendship. Denison's new (2003) "Campus Common" fulfills this plan, creating a new open quadrangle flanked by the state-of-the-art Samson Talbot Hall of Biological Science and the Burton D. Morgan Center, housing programs promoting "connections" between a Denison education and the world beyond college. The campus's latest residence halls are of "apartment" style, allowing students to progress during their four years from traditional double and single rooms through suites and singles and apartments with kitchens.

Today's Denison, a recognized leader among 21st century American liberal arts colleges, builds upon all of these founding traditions. A non-sectarian institution independent of any religious affiliation since the 1960s, Denison actively seeks outstanding students from across the country and around the world. Denison offers a rich and deep education in the natural sciences, humanities, social sciences, and fine arts and extraordinary campus leadership opportunities aimed at preparing graduates who will make a difference in their communities, their country, and the world.

President Dale T. Knobel
August, 2004

Denison: Character, Philosophy and Mission

As a residential undergraduate liberal arts college, Denison is among those places that have been called "distinctively American" in their contribution to higher education worldwide. In fact, it is one of a select number of institutions that today defines the type. Confident in the distinction of its graduates and advantaged by unusual resources, Denison has pointedly resisted the tendency in higher education to add layers of graduate degrees, professional schools, and service functions beyond the scope of baccalaureate education of the highest order. Approaching its 175th year, Denison has maintained a fully residential campus based upon the well-tested premise that learning flourishes in community.

Denison selectively admits successful, confident, and motivated students who seek to take advantage of highly participatory learning within classroom, laboratory, and studio and who expect to learn and grow through their investment in the challenges and opportunities of college life. The college attracts matriculants from across the country and more than three dozen nations. Denison engages students with outstanding professors in small classes that encourage men and women to take a high degree of personal responsibility for learning. Students pursue a major field of study selected from thirty-nine areas offered by twenty-eight disciplinary departments and interdisciplinary programs in the divisions of Natural Science, Humanities, Social Science, and Fine Arts as well as complete a sequence of General Education and a personalized curriculum of electives from across the college. A Denison education is not just for a living but for a life. Denison graduates are educated to be curious, resourceful, and reflective. They are expected to begin a life of learning at Denison, not complete it. They are well prepared for the rapidly changing world of the 21st century.

Nothing defines a Denison education more than the mutually-enriching relationships that develop between students and faculty. The heart of the college is a full-time faculty of almost 200. These men and women, who hold the most advanced degrees in their fields, are selected on the basis of pedagogical and scholarly ability and are encouraged to be innovative teachers whose continuing growth in their discipline through active scholarship allows them to be among the best at their craft. They look forward to the challenge and stimulation of their students even as they seek to draw the best efforts from them. Many Denison students come to regard professors as mentors, who frequently oversee students' independent scholarly projects.

At Denison, men and women learn and grow in community, and the residential character of the campus is more than a convenience but a way of engaging the full student body in a shared enterprise. The college actively seeks academically superior students who bring diverse talents, interests, backgrounds, and experiences, believing that out of the classroom as well as within learning takes place by sharing, questioning, and growing together. Denison students have unusual opportunities to participate in the arts, in athletics and recreation, in service to others beyond the campus, in student organizational life, and in campus governance.

The goals of the college are spelled out clearly in an up-to-date "Mission Statement:"

Our purpose is to inspire and educate our students to become autonomous thinkers, discerning moral agents and active citizens of a democratic society. Through an emphasis on active learning, we engage students in the *liberal arts, which fosters self-determination and demonstrates the transformative power of education. We envision our students' lives as based upon rational choice, a firm belief in human dignity and compassion unlimited by cultural, racial, sexual, religious or economic barriers, and directed toward an engagement with the central issues of our time.*

Our curriculum balances breadth with depth, building academic specialization upon a liberal arts foundation in the arts, the sciences, the social sciences and the humanities. Responsive to new ways of learning, we continue to develop interdisciplinary integration of the many forms of knowledge. While our students pursue specialized learning in their chosen majors, they also develop the framework for an integrated intellectual life, spiritually and morally informed.

Our faculty is committed to undergraduate education. As teacher-scholar-advisors, their principal responsibility is effective teaching informed by the best scholarship. Faculty members place a priority on close interaction with students, interactive learning, and partnerships with students in original research. Our low student/faculty ratio allows for close supervision of independent research and collaborative work in small groups and classes.

We seek to ensure an ever-broader range of racial, ethnic, international and socioeconomic backgrounds in a student body of about 2,000 students. We offer different kinds of financial aid to meet the different needs of our students.

The focus of student life at Denison is a concern for the whole person. The University provides a living-learning environment sensitive to individual needs yet grounded in a concern for community, in which the principles of human dignity and ethical integrity are paramount. Students engage in a wide range of co-curricular activities that address the multidimensional character of their intellectual and personal journey.

Denison is a community in which individuals respect one another and their environment. Each member of the community possesses a full range of rights and responsibilities. Foremost among these is a commitment to treat each other and the environment with mutual respect, tolerance, and civility.

Denison occupies an arresting 1000-acre campus, much of it perched upon College Hill overlooking the historic (1805) town of Granville. There are some 75 campus buildings conveniently arranged among the college's hills and valleys, none of them more than a ten-minute walk from the campus center. They range from historic houses that predate Denison's founding in 1831 to substantial Victorian Italianate structures of the late nineteenth century, handsome twentieth century red brick neo-Georgian classroom and residence buildings, and state-of-the-art modern laboratories that artfully blend contemporary design with the college's signature brick and slate. The contours of the College Hill ridge form a natural bowl into which nestle some the college's principal athletic facilities: Deeds Field, Livingston Gymnasium, Gregory Pool, and the Mitchell Center fieldhouse. Beyond lie expansive playing and practice fields, Denison's 350-acre Biological Reserve with its Polly Anderson Field Laboratory, and the Homestead, a residential community of students living symbiotically with the land. Granville is a scenic college town located in the Greater Columbus region of more than 1.5 million residents, 15 miles east of the Columbus city limits and 20 miles from the international airport. It is adjacent to the city of Newark which, with its surrounding communities, provides everyday amenities for an area population of about 75,000.

*Vol. 28, Number 1, Proceedings of the American Academy of Arts and Sciences (1999)

President Dale T. Knobel
August, 2004

Accreditation and Recognition

Denison is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools, which was formed in 1913. NCA is located at 30 North LaSalle St., Chicago, Ill. 60602 (Ph. 312-263-0456). Denison is certified by the Ohio Board of Regents to grant three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts.

Denison's program in Education is approved by the State of Ohio Board of Education, and the American Chemical Society accredits the program in chemistry.

Denison's pre-medical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

The American Medical Association recognizes Athletic Training as an Allied Health Profession. The Denison University Athletic Training Education Program is accredited by the Commission on the Accreditation of Allied Health Education Programs (CAAHEP). Interested students may also refer to the Denison University ATEP Web site for admission information: www.denison.edu/phed/ATEPAdmission.html.

Denison is a member of the Great Lakes Colleges Association, the Association of American Colleges and Universities, the Ohio Colleges Association, the Association of Independent Colleges and Universities of Ohio, and several additional national and state associations.

Housing and Residential Life

Denison is a residential college. A substantive residential experience enhances academic achievement, personal growth, and the development of a strong campus community, all of which are hallmarks of a Denison education.

Denison is committed to its residential identity and to the many benefits that stem from the relationships, activities, and programs available to students in the residence halls. An integral component of each student's Denison experience for four years, residential living provides important opportunities for students to learn about others as well as themselves, develop interpersonal skills, and take responsibility for their immediate community. This is an ideal complement to the learning that occurs in our classrooms, laboratories, and studios.

Denison at a Glance

Type of College: Coeducational, residential, four-year independent college of liberal arts and sciences

Founded in 1831

Location: Granville, Ohio, 27 miles east of Columbus

Campus size: 1000 acres with a 350-acre Biological Reserve

Academic year: Semester system

Courses of study: 43

Summer Scholar Program: 120 students

Optional Denison Internship Program: Internships and travel seminars

Degrees offered: B.A., B.S., B.F.A.

Phi Beta Kappa chapter: Established 1910

Average class size: 20; Student/teacher ratio: 11:1

Total full-time equivalent faculty: 190

Total undergraduates: Approximately 2,100

Total alumni: 30,798

Endowment and similar funds: $478,000,000

The Academic Program

The concept of liberal arts embodies certain fundamental goals, among them breadth, depth, independent thinking, and rational and humane self-determination. Our commitment to a broad liberal arts education is expressed in the form of General and Major Requirements designed to structure the student's pursuit of these educational goals. Breadth refers to a set of experiences that introduces students to a wide range of content and modes of inquiry, offers a broad exposure to human culture, and cultivates a more informed understanding of our world from many perspectives. Depth refers to the development of the higher-order intellectual competencies that come primarily from the intensive study of a particular discipline, principally from the pursuit of a major. Independent thinking denotes the development of the capacity, embodied in the "liberal" or "free" person, to challenge assumptions and to create new ideas and meanings. Finally, rational and humane self-determination entails educating students who are attuned to the multiplicity of meanings and perspectives in the realms of knowledge and experience.

The General Education Program

Denison University engages its students in a sustained liberal arts education. A liberal education provides practice in the disciplines and processes necessary to function as a free-thinking human being facing the challenges of the 21st century: listening, reading, and observing; reasoning critically and quantitatively; and expressing ideas clearly and convincingly in oral discourse as well as the written word. A life based on rational and humane self-determination requires those abilities as well as the understanding of ideas and principles in diverse areas of modern knowledge.

The General Education requirements ensure that students develop core liberal arts competencies and encounter a broad range of liberal arts inquiries - social, scientific, humanistic, and artistic - embraced by the faculty of Denison University. In addition, the requirements expose students to a diversity of perspectives that enable them to interact more effectively in an increasingly interdependent world. Thus the General Education program embarks on three goals: 1) development of competencies; 2) exposure to a broad variety of disciplines; and 3) development of a global perspective.

General Education: Summary of Requirements *Please note: This general education program applies beginning with the students who enter the University for the first time as of August 30, 2004. Current Denison juniors and seniors must complete their GE requirements under the general education program that was in effect the year they matriculated.*

First-Year Seminar 101
First-Year Seminar 102 (This requirement may be met by taking an Honors course.)
Two courses from the Fine Arts
Two courses from the Sciences (one fulfilling a lab requirement)
Two courses from the Social Sciences
Two courses from the Humanities
Two courses in a Language
Interdisciplinary and World Issues

- Two of these courses (or other courses) must fulfill one quantitative and one oral communication requirement.
- Only one course from a single discipline may be used to fulfill the divisional requirements.
- At a minimum, all students must complete an elementary year of Foreign Language 111-112 at the college level. Students who have studied a language in high school and who wish to continue study of that language at Denison in order to fulfill this requirement will, however, be expected to complete three semesters of that language (i.e., to pass or demonstrate proficiency in the language at the 211 level). All entering students who have studied a foreign language in high school must take the appropriate placement test during the

orientation period. Any courses taken to fulfill the foreign language requirement will not count in the divisional distribution requirements.

- A student earning a BA degree may elect to have no more than 56 hours (14 courses) count toward the 127 hours required for graduation. Required cognates would not be included in this "56 Hour" rule. Interdepartmental BA degrees may require no more than 68 hours (17 courses).

Departmental and Interdepartmental Majors

The Denison faculty believes the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. For some majors this may require completion of a comprehensive examination or culminating learning experience. In discussions with their advisers, students should look ahead to possible majors and make their choices before entering the junior year.

Art History
Art Studio
Biochemistry
Biology
Black Studies
Chemistry
Cinema
Communication
Computer Science
Dance
East Asian Studies
Economics
Educational Studies
English Literature
English Writing
Environmental Studies
French
Geosciences
German
History
International Studies
Latin
Mathematics
Music
Philosophy
Philosophy, Politics and Economics
Physical Education
Physics
Political Science
Psychology
Religion
Sociology/Anthropology
Spanish
Theatre
Women's Studies

The Individually Designed Major

A Denison student may design his/her own major. Approval of a proposal for a major will be based on the following criteria:

At least 20% of the total number of hours taken by the student must be in the program declared as a major.

While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.

The choice of the individually designed major is subject to the approval of the adviser and the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as faculty deem necessary. The major should include at least five courses that are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.

Individually Designed Majors approved in the last few years include the following titles: "Health Science," "Psychobiology," "Language in its Social Context," "The Rhetoric of Physical Science," and "Exercise Physiology."

Students wishing to design their own majors should consult with the registrar early in their Denison careers. Approval for the proposal by the Academic Affairs Council must be completed by May 1 of the student's sophomore year.

The Minor

A student may undertake a plan of study for a minor. Most departments offering majors have developed a minor program. Areas with minors approved by the Academic Affairs Council are as follows:

Art History
Art Studio
Astronomy
Biology
Black Studies
Chemistry
Cinema
Classical Civilization
Communication
Computer Science
Dance
East Asian Studies
Economics
Educational Studies
English
Environmental Studies
French
Geosciences
Greek (Ancient)
German
History
Latin
Mathemathics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Sociology/Anthropology
Spanish
Theatre
Women's Studies

Each department determines what constitutes a minor in its program within the following guidelines:

1. A minor will have two-thirds the number of courses that are required for a major, or no fewer than 19 credit-hours.

2. The department will determine the structure of the minor. In other words, a minor shall not be made up of randomly selected courses.

3. If possible, a department will have some special requirement for students electing the minor, such as participation in the senior seminar, special comprehensive examination questions, or similar requirements corresponding to the requirements for the major.

No department or program is required to develop a program of minors.

The Concentration

Denison University also offers concentrations in a few unique areas. A concentration is a collection of courses prescribed by the faculty on a particular topic or theme. It complements a major field of study and is affixed to that major on the student's official transcript.

Concentrations are offered in the following areas: Geophysics, the Lugar Program, Neuroscience and Queer Studies. Students interested in these fields should talk with appropriate faculty soon after they have begun their Denison careers.

Graduation Requirements

Earn 127 semester hours of credit.

Earn a cumulative grade-point average of at least 2.0, both overall and in the major and minor fields.

Fulfill the General Education requirements.

Major in some area - either in a department, a program, or an individually-designed area.

Reside at Denison for the two semesters of the senior year. To be a candidate for a Denison degree, a student must complete at least one-half of the required 127 credit hours in residence at Denison. To satisfactorily complete a major at Denison, at least one-half of the credit hours that fulfill major requirements must be completed in residence at Denison. To satisfactorily complete a minor at Denison, at least one-half of the credit hours that fulfill minor requirements must be completed in residence at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters in residence at Denison. Exceptions to these requirements may be made by the Registrar's Advisory Board. A course taken "in residence" is defined as any course scheduled by the Denison registrar and taught on the Denison campus, or any course scheduled by the Denison registrar and taught off-campus by a full-time Denison faculty member. This policy prescribes a university-wide minimum residence requirement; individual departments may have stricter requirements.

Denison reserves the right not to award a student a degree if serious violations of the Student Code of Conduct have been alleged against that student or if charges exist against that student which cannot be adjudicated prior to commencement exercises. For the present purpose, "serious violations" are those that normally could result in suspension or expulsion. At the discretion of the Vice President for Student Affairs or the Provost, for violations or allegations of academic dishonesty, a student facing such allegations or charges may be permitted to participate in commencement exercises except that student would not receive a diploma or be considered a graduate of Denison. A valid diploma would be sent when all serious judicial matters have been resolved, and the student is deemed eligible to receive a degree from Denison.

Please note that qualifications and further clarification of these requirements appear in various following sections. These requirements apply to all students, unless otherwise noted in the following sections. Note exceptions, in particular, for Bachelor of Fine Arts candidates.

Assessment of Academic Programs

Under the guidelines set forth by the North Central Association of Colleges, Denison has established a set of programs to evaluate the achievement of our educational goals. These programs will continually assess the outcomes of student learning in terms of the stated objectives of the general education program and the major.

Degrees Available at Denison

Bachelor of Arts

A candidate for the Bachelor of Arts degree will complete a major in at least one of the following fields: Art History, Studio Art, Biology, Black Studies, Chemistry, Cinema, Communication, Computer Science, Dance, East Asian Studies, Economics, Educational Studies, Environmental Studies, French, Geosciences, German, History, International Studies, Latin, Mathematics, Music, Philosophy, Philosophy/Politics/Economics (PPE), Physics, Physical Education, Political Science, Psychology, Religion, Sociology/Anthropology, Spanish, Theatre, and Women's Studies. An Individually Designed Major may also be a possibility. Please see the Registrar to explore the possibilities of an Individually Designed Major (IDM).

Bachelor of Science

A candidate for the Bachelor of Science degree will complete a major in at least one of the following fields: Astronomy, Biology, Chemistry, Biochemistry, Geosciences, Mathematics or Computer Science, Physics, and Psychology.

Bachelor of Fine Arts

A candidate for the Bachelor of Fine Arts degree will complete a major in Studio Art. The program will be planned with a departmental adviser.

Candidates for the B.F.A. degree are required to complete successfully a minimum of 16 hours credit from General Education courses outside the fine arts, including two First-Year Seminars and one General Education course in each division of the sciences, social sciences, and humanities. In addition, a student will take a minimum of 15 credit hours from the following areas, other than the major area of concentration: Art History, Dance, Music, Theatre, Cinema, and Studio Art. With approval of the major department chairperson, a course in creative writing might also be used. BFA candidates in Studio Art may be required by their department to fulfill additional general education requirements.

Educational Planning and Advising

Each incoming student is assigned a faculty adviser who counsels the student in planning his or her academic program. Frequently, the faculty adviser will be an instructor in one of the student's courses in the first semester.

As a student's major and vocational goals become more clearly defined, it is likely that the student will wish to change to another adviser more familiar with those developing interests. Students may, with the consent of the new faculty adviser, change the officially listed adviser at any time. All changes must be reported to the Registrar's Office.

During the first year of residence, a student is urged to begin planning his or her own program of study. This program should be suited to the student's particular needs, interests, life aspirations, and career plans. The various academic departments and the faculty adviser, as well as the offices of Student Affairs, Career Services and Academic Support, will assist students with the planning process.

Good educational planning, based on Denison's tradition of liberal education, should include consideration of educational objectives relating to career plans and personal developmental goals, analysis of high school and first semester Denison experiences and discoveries, course work and off-campus programs being considered, and a tentative choice of major. The student should discuss these issues with his/her faculty adviser.

Since education is an evolutionary process, students are encouraged to explore the breadth of opportunity at Denison in their early years on campus. Modification of academic goals, vocational plans, and prospective majors is common, and students should not preclude from consideration any particular range of educational alternatives.

Special Academic Projects

Students have the opportunity to undertake Directed Studies, Independent Studies, Senior Research, and Honors Projects. These are explained below.

Directed Study

A student in good standing may work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. A Directed Study should not duplicate a course that is regularly offered. A student electing a Directed Study must submit to the Registrar a typed proposal with appropriate departmental approval no later than the first Friday of the semester. Directed studies are normally taken for 3 or 4 credits. The form required for Directed Studies is available in the Office of the Registrar.

Independent Study

Independent Study engages a student in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria.

The chief distinction between this option and other options for individual study is that an individual faculty member works with the student only prior to the initiation of the study (or at its very beginning) and at the completion of the study. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project that constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Academic Affairs Council. Examples of Independent Studies approved recently include: "An Existential Search for Religion," "Genetics of Sarracenia," "Internship at Warner Amex Qube," "Creativity and the New York Musician," and "Behavioral Studies of the Primates of the Peruvian Amazon."

Senior Research

A student may enroll for Senior Research in his or her final year at Denison. Normally, senior research requires a major thesis, report or project in the student's field of concentration and carries eight semester-hours of credit for the year. It may be converted to an Honors Project, with the approval of the faculty sponsor for the project, if application is made prior to the fifth week of the second semester. Semester hours of credit for Senior Research shall not be counted toward the maximum hours allowed in the student's major. The form required for Senior Research is available in the Office of the Registrar.

Honors Project

Any senior whose record shows at least a 3.4 grade-point average and who has earned the recommendation of his or her department may undertake a two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student's academic adviser and the departmental chairperson and be approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit hours toward graduation and the possibility of graduation with Honors. Please note carefully the explanation on the next page dealing with Graduation with Honors. The form required for Honors Projects is available in the Office of the Registrar.

Special Academic Honors

The Dean's List

A student earning a superior academic average is placed on the Dean's List. Notice of this accomplishment is sent to the student's hometown newspaper(s).

Academic qualifications for inclusion on the Dean's List require that a 3.5 academic average be maintained for the semester, with no D's, F's, U's, I's, W's, WD's, WF's or WP's, and that a minimum of 12 academic hours be completed for a grade.

Phi Beta Kappa

The Denison University chapter of Phi Beta Kappa was established in 1910. Election to Phi Beta Kappa takes place during the second semester of the senior year and is based primarily on a record of outstanding academic achievement. Election is also possible during the second semester of the junior year for a student whose academic record is truly exceptional.

Graduation With Honors

A student who meets the general college requirements and the particular requirements for any one of the above degrees may graduate with Honors. There are three levels of Honors.

Highest Honors - Summa Cum Laude

This highest distinction is accorded to students who earn a cumulative grade-point average of 3.8 and receive an A grade on their honors project and the recommendation of their major department (or appropriate committee in the case of an interdepartmental major).

High Honors - Magna Cum Laude

This second highest distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive an A grade on their honors project or who earn a cumulative grade-point average of 3.8 and receive a B grade on their honors project. The recommendation of the major department, or appropriate committee in the case of an interdepartmental major, also is required for graduation with High Honors.

Honors - Cum Laude

This third distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive the recommendation of their major department (or appropriate committee in the case of an interdepartmental major) or earn a cumulative grade-point average of 3.4 and receive an A or B on their honors project and the recommendation of their department or appropriate committee.

Please note: The grade point average for honors is computed on the last six or eight semesters, whichever is higher. Departments will explicitly state, late in the second semester of the senior year, that the student is recommended for honors with no qualifications. This recommendation will be based in part upon the student's performance in departmental and related courses, and in part on his or her having exhibited an outstanding breadth and depth of understanding in the field of study. An Honors Project is a distinct and separate part of Honors and may not itself satisfy the requirement, nor be the factor on which the department makes its recommendation.

President's Medals

Each spring at the Academic Awards Convocation the President awards special medals to outstanding graduating seniors who have made especially good use of their undergraduate education and have contributed substantially to the community. The range of accomplishments the President seeks to acknowledge and honor are comparable to those associated with the winners of a major national scholarship such as the Rhodes or Marshall. The preeminent criterion for receipt of a President's Medal, Denison's most prestigious award, is academic achievement. In addition, candidates must embody some combination of the following: service to the community, contribution to the arts, enlargement of the community's global perspective, athletic fitness and achievement, leadership ability and contribution to community discourse.

Registration

Registration

Registration is the formal enrollment in the College. In registering, the student subscribes to all the regulations, terms, and conditions - academic and financial - set forth in this Catalog. A student must, therefore, confirm registration in person during the scheduled registration period each semester.

Normal Registration

A normal load is set at 16 semester hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

Reduced Registration

This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours. Continued use of the reduced registration option could have ramifications for financial aid eligibility.

Excess Registration

The payment of tuition for fall or spring semesters of any given academic year entitles a full-time regular Denison student to 18 credit hours in that semester. See Annual Cost section of Catalog for the fee, billing, and payment arrangements if taking more than 18 hours in any semester. With extenuating circumstances and evidences of careful planning, a student may petition twice during the Denison career to take 20 hours and waive the excess hours fee. Any such request must be made prior to the beginning of the semester in question.

Additional Credit

A student may request, with the consent of the instructor, to take a course for an additional hour of credit. The nature of the additional work that the student must do in order to receive the additional credit, and how that work will be evaluated, must be clearly outlined in the petition. Usually instructors award one grade, but may choose to assign different grades to the regular course and the additional project.

A student whose petition for additional credit is granted may not ask to drop that credit after the deadline for dropping courses has passed.

Partial Registration

A regular student, with the permission of the appropriate Dean, may take a part-time schedule of eight or fewer academic semester hours of credit. A part-time regular student may pay by the credit hour and must carry eight hours or fewer. Regular students carrying more than eight hours are counted by the University as full-time students and must pay full tuition. A full-time student normally carries 15 to 16 hours. For students on financial aid or scholarship, a minimum registration of 12 hours is required.

Special Registration

Special registration is open to persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and to certain graduates wishing to take post-graduate work. A special student may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Board. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after one semester a special student has failed to maintain a 2.0 average, his or her special standing can be terminated.

Changes in Registration: Adding of Courses

A student may add courses or credits to his or her registration during the first two weeks (10 class days) of a semester. The student should consult with the adviser and must have the consent of the instructor. The appropriate documentation must be filed promptly.

Changes in Registration: Dropping of Courses

A drop of a course or credit may be permitted through the end of the fourth week of classes by submitting to the Office of the Registrar a properly completed change of registration form. During the first collegiate semester, first-year students may drop a course until the conclusion of the ninth week. Please note that excess hour fees and applied music lesson or other course fees are not refunded after the fourth week in the case of a student withdrawing for any reason from a course or from the University. Change of registration after the stated deadlines requires action of the Registrar's Advisory Board. The decision of the Registrar's Advisory Board is final.

Late Registration

Students failing to register by the deadline date prescribed in University publications and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal carries with it financial forfeitures of 50 percent of all fees due. Appeal of this action shall be to the Registrar's Advisory Board and, with a resulting decision of reinstatement, normally carries a minimum penalty of $50 and other disciplinary sanctions as deemed appropriate.

Statement of Petition Policy

On the advice of the Registrar, students may petition the Registrar's Advisory Board for exceptions to rules concerning academic policies and procedures. However, the Board will consider only those petitions that are submitted sufficiently far in advance so that, if denied, the petitioner will still have time to remedy the deficiency by suitable re-scheduling or other appropriate action. The decision of the Registrar's Advisory Board is final.

While for some students the interpretation of this statement may mean that they will need to submit their petitions a year or more in advance of graduation, for all students it will mean that petitions relating to the successful completion of the requirements for graduation will not ordinarily be accepted after 4:30 p.m. of the last day of classes in the semester immediately preceding the student's last semester at Denison. Specifically, no petitions by seniors seeking substitutions or waivers of General Education requirements will be entertained after this deadline.

Attendance Policy

It is expected that students will attend and participate in all regularly scheduled classes. If a class is missed, for any reason, the student is responsible for determining what occurred in the missed class. Absence from a class will not be accepted as an excuse for not knowing class material. The student is responsible for all information, discussion, and conceptual analysis that take place during classes. Absenteeism may result in the reduction of one's final grade.

Academic Dishonesty

Every Denison student is expected to know and uphold University standards in matters of academic honesty. Students who practice academic dishonesty assault their own integrity as well as that of the University. Behavior that is in direct violation of these standards is discussed in the student handbook. Each Denison student is expected to be familiar with this policy. Please note that violations may result in suspension or expulsion from the University.

Student Classification

Classification of students is determined by the amount of academic credit earned.

First-Year Standing - A student is classed as a first-year student unless he or she is deficient in more than one unit of preparatory work.

Sophomore Standing - A student must have earned 26 semester-hours of credit.

Junior Standing - A student must have earned 60 semester-hours of credit.

Senior Standing - A student must have earned 90 semester-hours of credit.

Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) and in good academic standing shall be eligible to participate in all college and intercollegiate activities. The student whose scholastic record falls below a 2.0 average will not be permitted to participate in intercollegiate athletics.

First-year students are eligible to participate in intercollegiate athletics during their first semester.

Credit Earned by Advanced Placement Testing

Incoming First-Year Students and Transfer Students who score a 4 or 5 on a College Entrance Examination Board (CEEB) Advanced Placement Examination (AP) will usually receive academic credit for their scores. Should results be presented in academic disciplines or areas, which are not part of the Denison curriculum, credit will be subject to departmental review and credit hours may or may not be assigned. Two other kinds of advanced placement testing can be considered for credit. A student presenting "A" marks on the British System "A" Level Examination or a score of 6 or 7 on an International Baccalaureate (IB) Subject Exam may ask the appropriate Denison department for advanced placement credits. Sometimes positive results from advanced placement examinations can be applied toward general education or major/minor credits but departments reserve the right of review and the final determination of how such credits count.

Recognition of Credit Earned Elsewhere

Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit within 180 days of the course completion. Students considering off-campus work for Denison credit (especially summer school work) must confer with the Registrar prior to enrolling elsewhere. Credits earned in disciplines other than those in the Denison curriculum or at levels deemed inappropriate for Denison credit will not normally be accepted. The courses must be completed with grades of "C" or better in order to be considered for transfer credit. The University has no obligation to award transfer credit for coursework that has not been approved in advance. Coursework completed in non-traditional fashions such as distance learning formats, web-based formats, and SCAP experiences, may be subject to review by the Registrar and the departmental chairperson of the discipline in which credit is being sought.

Grades Earned Elsewhere

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar's Advisory Committee. Denison will not award credit for work below "C" on transfer from another institution. Students who have received the prior approval of the Denison Off-Campus Study Office will have their grades earned at the program site appear on their Denison record. The grades will not be included in GPA calculations.

Withdrawal From the College

To withdraw from the school a formal report must be signed by the instructor and the student's adviser and presented to the Registrar. A student who withdraws from school without official permission will receive a grade of F (failure) on his or her permanent record. Petitions for exception must document unusual circumstances, and such petitions are submitted to the Registrar's Advisory Board.

In addition, a student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the Associate Dean of Student Affairs and arrange for an official withdrawal. No performance grades will be recorded if a student withdraws from the college before the end of the seventh week of classes; however, grades of "W" will be recorded. Except in cases of illness and/or exceptions granted by the Registrar's Advisory Board, grades of F (failure) will be entered on the permanent record of the student who withdraws from Denison after the seventh week of classes.

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll or re-enroll any student.

Withdrawal from the University at any time is official only upon written notice to the Office of Student Affairs. A request to the Registrar for a transcript or failure to participate in room lottery is not considered withdrawal from the University.

Registration Procedure

A student must complete his or her advanced registration and also final registration at the times scheduled in order to avoid payment of a fee for late compliance.

No student will be admitted to any class later than the second week of the semester.

Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. First-year students register early by personal conference on campus, by telephone conference, or by mail in the summer preceding entrance to Denison. All students registering by mail must consult with an academic adviser before beginning to attend class.

Registration

The student's Personal Data Form must be deposited at the designated location for the use of the Office of the Registrar. In submitting this form, the student confirms that satisfactory financial arrangements have been made with the Cashier's Office and that he or she has properly registered for courses.

Special Academic Regulations

Grading System

Beginning with the fall semester of the 1976-77 academic year, plus and minus grades carry the following weights in the computation of grade-point averages.

A+	4.0 for each credit-hour.
A	(Excellent) 4.0 for each credit-hour.
A-	3.7 for each credit-hour.
B+	3.3 for each credit-hour.
B	(Good) 3.0 for each credit-hour.
B-	2.7 for each credit-hour.
C+	2.3 for each credit-hour.
C	(Fair) 2.0 for each credit-hour.
C-	1.7 for each credit-hour.
D+	1.3 for each credit-hour.
D	(Passing) 1.0 for each credit-hour.
D-	.7 for each credit-hour.
F	(Failure) 0 for each credit-hour.
I	(Incomplete)
S	(Satisfactory) 0 for each credit-hour.
U	(Unsatisfactory) 0 for each credit-hour.
WD	(Withdraw)
WF	(Withdrawn Failing)
WP	(Withdrawn Passing)
CR	(Credit) 0 for each credit-hour.
NG	(No Grade Reported).
WV	(Waiver of Course or Requirement).
PR	(Progress) Course in progress (usually final mark is to be determined at conclusion of course sequence).

Plus or minus grades given before the fall semester, 1976-77 are not reflected in the grade-point averages.

Incomplete Grade

An incomplete grade in a course may be granted only with permission from the Registrar's Advisory Board. The student shall petition the Board, giving the reasons for the desired extension of time. The statement must be signed by the instructor of the course and the student's adviser. All such requests must be submitted prior to the last day of scheduled classes for the semester. Should a request for an incomplete grade be granted, completion of the work must be accomplished by the end of the sixth week of the following semester, or any time previous, as prescribed by the instructor.

Satisfactory/Unsatisfactory Evaluation

Juniors and Seniors may elect to take one course per semester on a satisfactory/unsatisfactory basis with the mutual agreement of the instructor and department chairperson involved. Courses in the major or minor field cannot be completed on an S/U basis unless it is the regular grading method for that particular course. A few courses are offered to everyone on an S/U basis, and such courses are not included in this restriction.

Departments reserve the right of refusal of the S/U grading pattern for courses fulfilling General Education requirements. It should be further understood that the student should perform at a level equivalent to a "C" or above in order to receive a grade of "S". Grades of "C-" and below will automatically be recorded as "U". Students must decide by the fifth week of the semester whether or not to take a course on an S/U or grade basis. After that time the grading basis cannot be changed.

Academic Probation/Suspension Modified

When a student's academic performance is less than what is minimally expected by the University, he or she will be placed on Academic Discipline. The following designations are used by the University in such instances.

Academic Probation occurs when a student's cumulative average is less than 2.00. Students placed on Academic Probation are expected to be in good standing within two semesters. Any semester with a performance below 1.0 will result in academic suspension.

Continued Academic Probation is designated when a student previously on Academic Probation has been successful in removing a portion of the deficiency but not the entire deficiency. Students on Continued Academic Probation are expected to be in good standing by the conclusion of their next semester.

Suspension occurs when a student earns less than a 2.0 semester average while on Academic Probation or Continued Academic Probation. A student may also be suspended when he or she fails to gain good standing after being on Continued Academic Probation. Performance of less than 1.0 for the semester will result in suspension regardless of the student's cumulative average.

Deferred Suspension occurs when a suspended student has been reinstated. Students on Deferred Suspension will be given conditions that must be fully met during the next semester in residence in order to remain eligible for enrollment. For procedures for seeking deferred suspension, please see "Eligibility for Re-enrollment." Students who have a quality point deficiency in excess of -8.0 may be placed on deferred suspension even though they fit the criteria listed above. Such judgments are made by the Registrar's Advisory Board and are done as an effort to assist the student to regain good academic standing. Sophomore and junior students on Academic Probation at the end of the academic year shall be readmitted for the fall semester only through petition to - and favorable action by - the Registrar's Advisory Board. This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit hours earned. These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university, or can present evidence of a maturing nonacademic experience, may petition the Registrar's Advisory Board for reinstatement. In nearly all cases, a student is expected to demonstrate some degree of academic improvement by taking course work elsewhere. This petition must be submitted to the Office of the Registrar at least 14 days before the opening day of classes. Should the student be readmitted, he or she must meet all the conditions of the Registrar's Advisory Board or face suspension again.

A former student who was in good academic and social standing when he or she left the College may be readmitted to Denison by writing to the Office of Student Affairs and by repayment of the enrollment deposit.

Matriculation Requirement

To be a candidate for a Denison degree a student who enters Denison as a first-year student must complete at least 64 credit hours of the required 127 at Denison, and a transfer student must complete a minimum of 64 semester hours of the required 127 at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison. Exceptions may be made by the Registrar's Advisory Board.

Special Student

A special student may normally not register for more than 8 credit hours of academic work except by permission from the Registrar's Advisory Board. A special student desiring credit must submit appropriate credentials to the Office of the Registrar. If after one semester a special student has failed to maintain a 2.0 average, his or her special standing may be terminated.

Commencement Exercises

Commencement Exercises are held annually at the conclusion of the spring term. In order to participate in Commencement Exercises, the student must have completed successfully all requirements for graduation. No exceptions are granted to this regulation.

Library, Computing and Information Resources

As a member of the Five Colleges of Ohio consortium, Denison University offers access through a combined online catalog to a collection of over 1.2 million volumes. The automated catalog can be reached from computers anywhere on campus via the campus network. Other consortial features available to students, faculty and staff include daily delivery service among the campuses and shared electronic databases. Denison is a member of the OhioLINK statewide academic library consortium which provides library users ready access to Ohio's rich and diverse library holdings numbering more than 30 million titles.

The Denison Library, housed in the William Howard Doane Library/Seeley G. Mudd Learning Center, offers both traditional and automated services and collections. In addition to the online catalog, librarians provide an information literacy program of team teaching with classroom faculty, reference assistance for traditional and electronic resources, library instruction, interlibrary loan service, archives and special collections, and access to media resources in all formats. In addition to extensive and ever-expanding database access, on-campus collections include more than 405,000 volumes, 356,000 government documents, 1,194 periodical subscriptions, 23,800 sound recordings and 5,600 videocassettes.

Two hundred to 250 microcomputers in eight student clusters, 250 to 300 computers in department labs, and network outlets available to every student living in a residence hall, provide ubiquitous access to computing resources and the campus network. In addition to the library, network services include central multi-user computers and servers, personal and departmental web server space, free laser printing, hundreds of software packages, student and staff web portals, e-mail and access to the Internet and the WorldWide Web. About 90 percent of Denison's students own computers and connect to the campus network from residence hall rooms. Microcomputer purchase programs are available from Apple and Dell; see http://www.denison.edu/computing

Library, Computing and Information Resources

Denison is committed to providing information resources in all formats. Computing Services and the Library have developed an Information Resources initiative to offer new services and resources and to provide instruction in their use. The Denison web site http://www.denison.edu provides further information about campus resources and academic, social, cultural and athletic events.

Courses of Study 2005-2006

Arabic

Faculty

Professor Charles O'Keefe, Chair

Visiting Instructor Sadika A.W. Ramahi

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of our own culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off Campus Programs). Opportunities for students to improve their command of the language are provided on the campus by the language tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Additional Points of Interest

General Departmental Regulations Students wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The language requirement should be completed by the end of the junior year.

Multimedia Language Learning Center An important asset of the Department is the Multimedia Language Learning Center. With its 27 Macs, zone-free DVD player, multi-standard VCR, and a Polycom Viewstation for videoconferencing, the MLLC provides support for learning activities outside and inside the classroom, ranging from grammar drills to research, as well as discussions on authentic materials published on the web. The area is designed not only for individualized instruction but also for group work and small seminars that use multimedia materials for class discussion.

Cultural Enrichment Each semester the Department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

Fellows 103 The Modern Languages Virtual Lounge in Fellows 103 offers the Denison community a wide range of technological devices with which to enrich their learning experiences. This room is equipped with a 52 inch flat screen TV which is connected to two satellite dishes. One dish allows us to receive French TV5 and Chinese TV9. The other dish provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR and a zone-free DVD player. The lounge has a ceiling-mounted data projector which connects to a networked Apple computer, the DVD player and the VCR. This area also has a Polycom videoconferencing unit which allows us to connect with students at other universities and chat with them about their perspectives on various issues.

Although the Department of Modern Languages offers majors in French, German and Spanish, they also offer courses in other languages for the purpose of general education and support of other college programs. Courses in Arabic are listed below.

Course Offerings

High School Language (ARAB-094) Staff. 0

Beginning Arabic I (ARAB-111) A comprehensive introductory course in Arabic develops the four basic skills: aural comprehension, speaking, reading and writing. **Staff. 4**

Beginning Arabic II (ARAB-112) A comprehensive introductory course in Arabic develops the four basic skills: aural comprehensive, speaking, reading and writing. **Staff. 4**

Introductory Topics in Arabic (ARAB-199) Staff. 1-4

Intermediate Arabic I (ARAB-211) Staff. 4

Intermediate Topics in Arabic (ARAB-299) Staff. 1-4

Directed Study (ARAB-361) Staff. 1-4

Directed Study (ARAB-362) Staff. 1-4

Art Studio

Faculty

Associate Professor Ronald Abram, Chair

Associate Professor Ronald Abram; Assistant Professors Micaela de Vivero, Lauren Eisen, Alexander C. Mouton, Carrie Olson; Visiting Assistant Professor Nora Herting; Visiting Instructor Ryan T. Roth; Academic Secretary Sally Scheiderer

Departmental Guidelines

The Art department offers two different degree programs in Studio Art, a bachelor of arts (B.A.) and a bachelor of fine arts (B.F.A.). All Studio Art (ARTS) majors are expected to complete two studio courses (110/170 and one course in a three-dimensional area) and one art history course (ARTH 151) as soon as possible after the major is declared. Students who plan to major in Studio Art are strongly advised to seek an adviser/mentor within the Art department at the time of their decision to major. Students who decide to major in Studio Art are required to present a portfolio to their adviser in the department to assist in the planning of their art curriculum. Candidates for the B.A. in Studio Art are expected to notify the Office of Academic Support of the change or addition of advisers. Students should expect to work three clock hours per week outside of class for each credit hour of a course.

Studio Art Major (B.A.)

1. Twelve courses. Ten courses in Studio Art including Arts 170 (110) and one foundation course in a three-dimensional area (172 Sculpture strongly recommended.) Two semesters of Visual Arts Practicum 401 must be completed during the senior year. The other six studio courses must be chosen from three distinct studio areas with at least two completed at the 300 level. The final two courses must be Art History 151 and 284.

2. A limit of two courses towards the major may be taken from institutions other than Denison. This includes off-campus programs.

3. Senior Project: Seniors are required to take the Visual Arts Practicum (Art 401) during each semester of the Senior year in conjunction with either a 300-level course or an independent study in the area of concentration (e.g. Drawing, Ceramics, Sculpture, Printmaking, Painting, Photography). All 300-level courses are repeatable.

4. Senior Exhibition: (B.A. and B.F.A.) Participation in a Senior Exhibition is also a departmental requirement.

5. Studio majors (B.A. and B.F.A.) are required to participate in the Art Department Senior Symposium as described below.

Studio Art Major (B.F.A.)

Students desiring a B.F.A. degree should discuss their intentions with a member of the Studio Art faculty as soon as possible. Students must submit a portfolio for review by hanging a show in the Student Gallery of Cleveland Hall by the second week of the second semester of the junior year. Upon acceptance of the portfolio and admittance into the B.F.A. program, the department will notify the Registrar. B.F.A. students are also subject to periodic review of their Studio work by the Art faculty.

1. Seventeen courses: Fourteen courses in Studio Art including Arts 170 (110) and one foundation course in a three-dimensional area (172 Sculpture strongly recommended.) During the senior year all the B.F.A. students must register for two semesters of Arts 401, Visual Arts Practicum. The other ten studio courses must be from

at least three distinct studio areas with at least two 300-level courses. The last three courses must be chosen from Art History and must include Art History 151 and 284.

2. A minimum of four courses (16 credit hours) from the General Education courses outside the Fine Arts, including one course each in the Sciences, Social Sciences, and Humanities.

3. A minimum of 15 credit hours from related arts must be chosen from Dance, Music, Theatre or Cinema.

4. A limit of two courses towards the major may be taken from institutions other than Denison. This includes off-campus programs.

5. Senior Project: Seniors are required to take the Visual Arts Practicum (ARTS 401) during each semester of the Senior year in conjunction with a 300-level course or an independent study in the area of concentration (e.g. Drawing, Ceramics, Sculpture, Printmaking, Painting, Photography). All 300-level courses are repeatable.

6. Senior Exhibition: (B.A. and B.F.A.) Participation in a Senior Exhibition is also a departmental requirement.

7. Studio majors (B.A. and B.F.A.) are required to participate in the Art Department Senior Symposium as described below.

Studio Art Minor

A minimum of six courses (five in Studio and one in Art History) should be taken as follows: ARTS 110/170, one course in a three-dimensional area, three elective Studio courses (one elective must be a 200-level Studio course), and one of the following Art History courses: ARTH 151, ARTH 170, ARTH 175, ARTH 282, ARTH 283, or ARTH 284. A limit of two courses toward the minor may be taken from institutions other than Denison. This includes off-campus programs.

Additional Points of Interest

All juniors in Studio Art and Art History are required to make a formal 5-minute presentation of current work or research, along with a statement about why the work is important to them and why they have taken it in a specific direction. The presentation is made to the faculty and to the student's peers as a "mini-symposium" once during the Fall semester of the Junior year. There is also a single Art Department Senior Symposium at which both Art History and Studio Art seniors make a formal presentation on their work/research to an invited audience. This symposium is held in the Denison Art Gallery on the afternoon of the opening of the Senior Exhibition each Spring semester.

Course Offerings

Drawing I Foundation (ARTS-110) A studio course in the fundamentals of drawing in several media. Problems in still life, rendering, and perspective will be covered, along with historical and contemporary approaches to drawing. **Abram, Eisen. 4**

Painting I (ARTS-115) An exposure to the painting process with an emphasis on drawing and design. Historical and contemporary approaches to painting technique will be covered in readings and discussion and by working with painting materials. **Eisen. 4**

Photography I (ARTS-117) An introduction to the functions of cameras, films, developers, and lenses, taking photographs, developing the negatives and printing. The photographic philosophy and process will be approached from historical and contemporary viewpoints with problems in light, form, texture and composition. **Mouton. 4**

Ceramics I (ARTS-121) A broad introduction to all ceramics potential. Clay working in sculptural as well as vessel-oriented directions. Slide presentations and discussions with references made to ceramic history as well as to contemporary ceramic art. Students are introduced to a variety of hand building techniques and are encouraged to pursue their individual creative potential. **Olson. 4**

Printmaking I (ARTS-131) As a foundation course, emphasis will be on historical and contemporary concepts in art through the media of printmaking. The course will provide exposure to printmaking processes with direct involvement in one of the following: lithography, intaglio, screen printing or relief. Tools, materials and techniques will be fully covered regarding the featured printmaking process. Art issues such as format and content of visual images will be stressed as well as technical procedures for implementing the print. **Abram. 4**

Sculpture I (ARTS-141) This course is an introductory course into sculpture. It will concentrate on developing sculptural thinking and working habits, the safe use of basic tools, understanding ways of seeing and the translation of experience into an arts practice. **Staff. 4**

Drawing I (Majors) (ARTS-170) Abram, Eisen. 4

Ceramics I (Majors) (ARTS-171) Staff. 4

Sculpture I (Majors) (ARTS-172) de Vivero. 4

Printmaking I (Majors) (ARTS-174) Abram. 4

Painting I (Majors) (ARTS-175) Eisen. 4

Photography I (Majors) (ARTS-177) Mouton. 4

Introductory Topics in Art (ARTS-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Drawing II (ARTS-210) Continued experience in drawing with emphasis on contemporary techniques. Prime objective is increased capacity for responsive seeing and a deeper understanding of drawing as a total medium. Prerequisite: 110 or consent. **Abram, Eisen. 4**

Life Drawing (ARTS-211) Study from the human figure in charcoal and other media with emphasis on structure in line, value and color. Prerequisite: 110 or consent. **Eisen. 4**

Life Drawing (ARTS-212) Study from the human figure in charcoal and other media with emphasis on structure in line, value and color. Prerequisite: 110 or consent. **Eisen. 4**

Painting II (ARTS-215) Continued painting experience with emphasis on developing individual concepts. Prerequisite: 115 or consent. **Eisen. 4**

Painting II (ARTS-216) Continued painting experience with emphasis on developing individual concepts. Prerequisite: 115 or consent. **Eisen. 4**

Intermediate Photography (ARTS-217) A continuation of ARTS 117 with emphasis on increasing technical and visual proficiencies with black and white photography. Attention will be placed on generating, evolving and completing a cohesive body of work. Prerequisite: 117 or consent. **Mouton. 4**

Ceramics II (ARTS-221) Along with further exploration of clay as a sculptural material, introduction of basic wheel-forming skills and functional vessel forms. Different firing and glazing methods including electric, gas, raku, and salt kiln experience. Primary emphasis on students' individual conceptual development. Prerequisite: 121 or consent. **Olson. 4**

Ceramics II (ARTS-222) Along with further exploration of clay as a sculptural material, introduction of basic wheel-forming skills and functional vessel forms. Different firing and glazing methods including electric, gas, raku and salt kiln experience. Primary emphasis on students' individual conceptual development. Prerequisite: 121 or consent. **Olson. 4**

Digital Photography and Artists' Bookmaking (ARTS-227) This course will explore digital photography as it aids in the creation of artists' books. As part of the course we will be working with Photoshop 7, concentrating on scanning negatives, printing fine arts digital prints, and outputting negatives from the desktop. Running parallel to these technical investigations, we will discuss the history of artists' books and the relation photography has to them, and the critical issues surrounding digital imaging. A fair amount of time will also be devoted to the craft of bookbinding according to the nature of the projects participants choose for the books they make. **Mouton. 4**

Printmaking II (ARTS-231) Students may work with any printmaking processes in which they have had experience or with the consent of instructor. Processes available to Printmaking II students include: relief, lithography, intaglio or screen printing. Emphasis will be on continued technical and conceptual development. Prerequisite: 131 or consent. **Abram. 4**

Printmaking II (ARTS-232) Students may work with any printmaking processes in which they have had experience or with the consent of instructor. Processes available to Printmaking II students include: relief, lithography, intaglio or screen printing. Emphasis will be on continued technical and conceptual development. Prerequisite: 131 or consent. **Abram. 4**

Sculpture II (ARTS-241) This course focuses on the search for art practices. The students have to develop projects starting out with specific themes that are discussed by the group, but the end product is personal depending on the individual conceptual and aesthetic development. **de Vivero. 1-4**

Sculpture II (ARTS-242) Emphasis on individual creativity and conceptual development coupled with good craftsmanship and further technical knowledge. Media: plastics, cement, metal, wood. Prerequisite: 141 or consent. Safety glasses required. **de Vivero. 4**

New Media: Survey and Practice (ARTS-245) This course will focus on the artistic generation of meaning through the technology of new media. Within the art curriculum the challenge will be to work with this technically advanced medium for the purpose of personal expression. The class will focus equally on programs for utilizing digital sounds and images. Specifically, on the sound end we will be working with Digital Performer, midi and Max/MSP and on the imaging side we will be working with Photoshop 7, FlashMX, Final Cut Pro and Jitter. The course will be based around synthesizing images and sounds for two different kinds of interactive output: For the web through HTML scripting, and for realtime, interactive projection/ installation using Max/MSP and Jitter. Each program will encourage further development of the ideas introduced throughout the course. Instruction will be in the form of lectures, tutorials and demos and there will be a lab for introducing theory & works of electronic art/music for discussion and inspiration. Emphasis in grading will be on the quality of the ideas brought to the technology and the imaginative means through which they are artistically articulated with the media at hand. Questions concerning our relation to and with digital media and the nature of the electronic arts and their potential to be interactive will be probed throughout the semester. **Mouton. 4**

Book Structures: Image and Text (ARTS-247) This course will invite collaboration between diverse visual arts and the humanities through an investigation of the ways images and text can be brought together in book format. The course will cover the craft of bookbinding and the conceptual theoretical issues of the relation between visual art and literature. **Mouton. 4**

Special Topics in Studio Art (ARTS-264) **Staff. 4**

Special Topics in Studio Art (ARTS-265) **Staff. 4**

Intermediate Topics in Art (ARTS-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Drawing III (ARTS-310) Continued drawing experience with emphasis on developing individual skills, concepts and expression. Prerequisite: 210 or consent. **Eisen. 4**

Life Drawing Workshop (ARTS-313) Advanced study in figure drawing, emphasizing individualized interpretations of the figure in relation to painting, sculpture and graphics. Prerequisite: 211-212 or consent. **Staff. 4**

Life Drawing Workshop (ARTS-314) Advanced study in figure drawing, emphasizing individualized interpretations of the figure in relation to painting, sculpture and graphics..Prerequisite: 211-212 or consent. **Staff. 4**

Painting III (ARTS-315) Continued painting experience. Prerequisite: 215. **Eisen. 4**

Painting III (ARTS-316) Continued painting experience. Prerequisite: 215. **Eisen. 4**

Advanced Photography (ARTS-317) A continuation of Art 217. Students also are directed into a critical analysis of photography from a theoretical, technical and historical perspective and are introduced to the medium format camera. Prerequisite: 117, 217 or consent. **Mouton. 4**

Ceramics III (ARTS-321) This course requires a working knowledge of the ceramic process. Students work in depth, developing a personal approach to the medium, acquiring greater competency in terms of concept and technique. Prerequisite: 121, 221 or consent. **Olson. 4**

Ceramics III (ARTS-322) This course requires a working knowledge of the ceramic process. Students work in depth, developing a personal approach to the medium, acquiring greater competency in terms of concept and technique. Prerequisite: 121, 221 or consent. **Olson. 4**

Printmaking III (ARTS-331) Students may work with any printmaking process in which they have had experience or with the consent of instructor. Processes available to Printmaking III students include: relief, lithography, intaglio or screen printing. Experimentation and innovation, both conceptually and technically, will be stressed for the advanced student. Prerequisite: 231-232. **Abram. 4**

Printmaking III (ARTS-332) Students may work with any printmaking process in which they have had experience or with the consent of instructor. Processes available to Printmaking III students include: relief, lithography, intaglio or screen printing. Experimentation and innovation, both conceptually and technically, will be stressed for the advanced student. Prerequisite: 231-232. **Abram. 4**

Sculpture III (ARTS-341) Prerequisite: 241-242. Safety glasses required. **de Vivero. 4**

Sculpture III (ARTS-342) Prerequisite: 241-242. Safety glasses required. **de Vivero. 4**

Directed Study (ARTS-361) For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, graphics, or history and criticism. **Staff. 1-4**

Directed Study (ARTS-362) For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, graphics, or history and criticism. **Staff. 1-4**

Independent Study (ARTS-363) Staff. 1-4

Independent Study (ARTS-364) Staff. 1-4

Advanced Topics in Art (ARTS-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Art History Project (ARTS-400) Studio, B.A., B.F.A. **Staff. 3**

Visual Arts Practicum (ARTS-401) Theory and creative practice in selected areas of the visual arts. Majors are required to enroll in the Visual Arts Practicum twice in their senior year in conjunction with a 300-level course in their area of specialization. This class is for Studio Art majors only or by permission of instructor. **Staff. 4**

Senior Research (ARTS-451) Staff. 4

Senior Research (ARTS-452) Staff. 4

Honors Project (ARTS-461) Staff. 4

Honors Project (ARTS-462) Staff. 4

Art History

Faculty

Associate Professor Ronald Abram, Chair

Associate Professors Karl Sandin, L. Joy Sperling; Assistant Professor Joanna Grabski; Instructor Lisa Morrisette; Curator of Asian Art Alexandra R. Green; Academic Secretary Sally Scheiderer

Departmental Guidelines

The Art department offers a major in Art History (B.A.) and expects two 100-level Art History (ARTH) courses and one 100-level Studio course to be completed by the end of the second year. All students who plan to major in Art History are strongly advised to seek an adviser/mentor within the Art department at the time of their decision to major. Candidates for the B.A. in Art History are strongly advised to acquire a reading knowledge of languages relevant to areas of interest. Students should expect to work three clock hours per week outside of class for each credit hour of a course.

Art History Major

1. Eleven courses: Ten courses will be selected from Art History; the eleventh course will be a 100-level Studio Art course. Eight Art History courses must be chosen from 100-and 200-level courses; three must be at the 100

level and five at the 200 level. The student in consultation with an Art History advisor must be sure that these eight selections include two courses each from these four areas: Ancient Renaissance; 19th and 20th Century; Africa, South Pacific, and the Americas; and Asian Art. The final two Art History courses must be taken in the senior year: Art History 380 Methods of Art History and Criticism (4 credits) and Art History 400 Senior Art History Project (1 credit).

2. A limit of two courses towards the major may be taken from institutions other than Denison (including off-campus programs) and at least six Art History courses must be taken at Denison.

3. Senior Research Paper: Majors must complete a substantial research paper by mid-second semester, senior year and participate in the Senior Symposium as described below. Research topics are to be arranged between the student and adviser. Deadlines and style guide information are available from the Art office.

Art History Minor

A minimum of six courses (five in Art History and one in Studio Art) should be taken as follows: one 100-level Art History course; at least two from the following areas: Ancient to Baroque; Nineteenth to Twenty-first Century; and Africa, South Pacific and the Americas; and Asian Art; two elective Art History courses; and ARTS 110/170 or ARTS 121/171, or ARTS 141/172 for the Studio Art course. A limit of two courses toward the minor may be taken from institutions other than Denison.

Additional Points of Interest

All juniors in Art History are required to make a formal 5 to 10-minute presentation of current work or research, along with a statement about why the work is important to them and why they have taken it in a specific direction. The presentation is made to the faculty and to the student's peers as a "mini-symposium" once during the fall semester of the junior year. A spring symposium will be held to accommodate students who are off-campus for the fall semester. There is also a single Art Department Senior Symposiumm at which both Art History and Art Studio seniors make a formal presentation on their work/research to an invited audience. This symposium is held in the Denison Art Gallery on the afternoon of the opening of the Senior Exhibition each Spring semester.

Course Offerings

Introduction to Art History (ARTH-151) This course is a one-semester introduction to the major monuments, historical movements, theories and methods of (mostly) western art from prehistory to the present day. **Grabski, Morrisette, Sandin, Sperling. 4**

African Art and Visual Culture (ARTH-154) This course examines the diverse arts and visual culture of Africa. The scope of this course ranges from pre-colonial to contemporary times, considering a selection of objects, concepts and practices from across the continent. The course is designed to provide you with an introduction to these art forms and the various socio-cultural, historical, critical and aesthetic platforms from which they operate. In addition, we will explore some of the key theoretical issues in the portrayal and interpretation of art and visual culture from this world area. **Grabski. 4**

Arts of the Western World: Ancient to Medieval (ARTH-155) A general survey of the arts from the Ancient to Medieval times. **Sandin. 4**

History of Asian Art Survey (ARTH-157) Survey of the arts of India, China, Japan and Southeast Asia emphasizing works in their historical, religious and social context. **Morrisette. 4**

History of Photography (ARTH-170) A survey of the history of photography from its invention in 1839 to the present day. Emphasis is placed on the examinations of cultural context and the changing functions of photography in the modern world. **Sperling. 4**

Art in America-Colonial to 1939 (ARTH-175) A survey of American art from the early colonial period to World War II. Particular emphasis is given to the cultural context of American art and to the patronage problems facing early American artists. **Sperling. 4**

Introductory Topics in Art (ARTH-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Greek Art (ARTH-251) A survey of Greek art and architecture from the Geometric through Hellenistic periods, in the context of the principal events and themes of Greek history. **Sandin. 4**

Roman Art (ARTH-252) A survey of Roman art and architecture from the Italo-Etruscan through Late Roman phases. Emphasis on social function of art in Augustan and Late Roman society. **Sandin. 4**

Early Medieval Art (ARTH-253) A survey of Early Christian, Migration, Hiberno-Saxon, Merovingian and Carolingian art and architecture in the context of Mediterranean art. **Sandin. 4**

Romanesque and Gothic Art (ARTH-254) A survey of Ottonian, Romanesque, Early and High Gothic art and architecture and its place in medieval European culture. Emphasis on developments in France from ca. 1080-1350. **Sandin. 4**

Northern Renaissance Art (ARTH-255) A survey of Northern European art from Late Gothic France, the Netherlands and Reformation Germany in the context of late medieval society. **Sandin. 4**

Early Christian and Byzantine Art (ARTH-256) A survey of the minor arts, book art, mosaics, frescoes and architecture of the Byzantine Empire from the foundation of Constantinople in 324 A.D. to its conquest by the Turks in 1453 A.D. **Sandin. 4**

Early Renaissance Art (ARTH-257) A survey of Italian art and architecture from the 13th, 14th and 15th centuries. Emphasis on change and continuity in relation to Classical, Late Antique and Medieval Mediterranean art and society. **Sandin. 4**

High Renaissance Art (ARTH-258) A survey of Florentine, Roman and Venetian art and architecture ca. 1480-ca. 1520 and the tradition of Renaissance humanism. **Sandin. 4**

Baroque Art (ARTH-259) A survey of Baroque Art in Italy, Spain, Holland, Belgium, Germany and France. **Sandin, Sperling. 4**

Special Topics in Art History (ARTH-262) Staff. 4

Special Topics in Art History (ARTH-263) Staff. 4

Arts of Africa, Oceania, and the Americas (ARTH-266) This course examines the diverse arts of Africa, Oceania and the Americas in light of historical, sociocultural and aesthetic contexts. It also explores the key theoretical issues in the portrayal and interpretation of the arts of these areas. **Grabski. 4**

History of Photography (ARTH-270) A survey of the history of photography from its invention in 1839 to the present day. Emphasis is placed on the examination of cultural context and the changing functions of photography in the modern world. **Sperling. 4**

19th Century Art (ARTH-281) A survey of 19th century art from the Age of Revolutions to the beginnings of Abstraction. Issues of the Academy and the Avant Garde, patronage, taste and the function of art in society will be discussed. **Sperling. 4**

Modern Art-1900 to 1939 (ARTH-282) A survey of 20th century art from Cezanne to the beginnings of Abstract Expressionism. This class focuses on the changing idea of the Avant Garde and the form and theory of modern art. **Sperling. 4**

Contemporary Art (ARTH-283) A survey of Contemporary Art from 1945 to 1970. This class focuses on the American art scene from Abstract Expressionism to Pop Art, Minimalism, and the taking of art out of the gallery space. **Sperling. 4**

New Art (ARTH-284) This class focuses on the art scene since 1970. Particular attention is given to the impact of recent theory and art criticism on today's artists. **Sperling. 4**

Art of Japan (ARTH-291) A survey of Japanese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context. **Morrisette. 4**

Art of China (ARTH-292) A survey of Chinese architecture, sculpture, painting and the arts from prehistoric times to the 20th century, with an emphasis on the works in their religious and cultural context. **Morrisette. 4**

Representing Africa on Film (ARTH-295) An examination of ethnographic/documentary film dealing with Africa as well as contemporary cinema produced by African filmmakers. This class accords particular attention to the perspectives of African filmmakers as agents in the representation of cultures, social realities and histories in Africa. **Grabski. 4**

Arts of the South Pacific (ARTH-296) An examination of the diverse arts and cultures of the South Pacific. This course focuses on objects, concepts and practices from Polynesia, Melanesia, Micronesia and Australia as well as the portrayal and interpretation of arts from this geographical region in other areas of the world. **Grabski. 4**

Power and Politics in African Art (ARTH-297) This course examines the diverse arts of Africa from the perspectives of politics and power. The scope of this course ranges from precolonial to postcolonial times, considering a selection of Africa's great historical kingdoms and politically informed art in Africa today. **Grabski. 4**

Arts of Post-Colonial Africa (ARTH-298) This course examines selected issues and debates related to the production, interpretation and collection of visual arts in post-colonial Africa. By way of a series of case studies, we will consider both the individual voices of artists and perspectives from art world information brokers. **Grabski. 4**

Intermediate Topics in Art (ARTH-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Directed Study (ARTH-361) For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics or history and criticism. **Staff. 1-4**

Directed Study (ARTH-362) For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics or history and criticism. **Staff. 1-4**

Independent Study (ARTH-363) **Staff. 1-4**

Independent Study (ARTH-364) Staff. 1-4

Methods of Art History and Art Criticism (ARTH-380) This class analyzes the development of the disciplines of Art History and Art Criticism from the 18th to the 20th centuries. Several methodologies will be discussed and students will have the opportunity to work in various methodologies. This class is for senior Art History majors only or by permission of instructor. **Staff. 4**

Advanced Topics in Art (ARTH-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Art History Project (ARTH-400) To be used for preparation of senior research paper in second semester of senior year. **Staff. 1**

Gallery and Museum Workshop (ARTH-403) This course prepares students for work in a small museum or art gallery. Various practical aspects will be demonstrated (framing, matting, installation) as well as administrative skills, such as acquisition, filing, general gallery correspondence, and record keeping. Time will be spent on cataloguing and installing an exhibition of objects from the Denison Collection. Prerequisite: Permission of instructor. **Staff. 4**

Art History Seminar: Problems in Art History (ARTH-408) Specialized topics in art history. Topics announced as class is offered. Prerequisite: Permission of instructor. **Staff. 4**

Senior Research (ARTH-451) Staff. 4

Senior Research (ARTH-452) Staff. 4-6

Honors Project (ARTH-461) Staff. 4

Honors Project (ARTH-462) Staff. 4

Astronomy

Faculty

Associate Professor Kimberly A. Coplin, Chair

Associate Professors Kimberly A. Coplin, Steven D. Doty, N. Daniel Gibson, C. Wesley Walter; Assistant Professors Daniel C. Homan, Prabasaj Paul; Visiting Assistant Professor Jeffrey Sudol; Academic Secretary Christie Kasson

Departmental Guidelines and Goals

Astronomy 100 is a course in Descriptive Astronomy, designed explicitly for the non-major student, and may be used to satisfy one course of the physical science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics with a minor in Astronomy and is encouraged to consult early with faculty in the Physics and Astronomy Department. See Physics Department section.

Astronomy Minor

Minimum requirements for a Minor in Astronomy are Physics 125 or 200, 126, 127, 220, 305, 306 and 312, Astronomy 100, at least two upper division Astronomy courses totaling 4-8 credits, and Mathematics 123 and 124. (Students who have taken Physics 121-2 should consult with the Chair about requirements.) The experimental course, Physics 312, will be modified to reflect the student's interest in Astronomy. Early consultation with the department is strongly advised. See the Physics Department section of the catalog.

Course Offerings

Current Topics in Astronomy (ASTR-100) This course is designed primarily for the non-physics major student. Topics will be chosen from such areas as the history of astronomy, the planets, the origin of the solar system, stellar classifications, stellar evolution, galactic astronomy and cosmology. Course and laboratory work will also emphasize the observational aspects of modern astronomy: optics, optical and radio telescopes, astrophotography, and the measurement of time and coordinate systems. Three lectures per week; one two-hour laboratory each week. No previous training in physics or college mathematics is required. Offered each semester. **Staff. 4**

Introductory Topics in Astronomy (ASTR-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Intermediate Topics in Astronomy (ASTR-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Special Topics in Astronomy (ASTR-311) This course is to provide qualified students with the opportunity to pursue experimental and theoretical work in one or more of the areas of Modern Astronomy. Prerequisites: Junior standing or consent. (Not offered every year) **Staff. 3-4**

Special Topics in Astronomy (ASTR-312) This course is to provide qualified students with the opportunity to pursue experimental and theoretical work in one or more of the areas of Modern Astronomy. Prerequisites: Junior standing or consent. (Not offered every year) **Staff. 3-4**

Advanced Topics (ASTR-340) Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: Junior standing and consent of chairperson. **Staff. 1-2**

Directed Study (ASTR-361) Prerequisite: Consent of chairperson. **Staff. 1-4**

Directed Study (ASTR-362) Prerequisite: Consent of chairperson. **Staff. 1-4**

Independent Study (ASTR-363) **Staff. 1-4**

Independent Study (ASTR-364) **Staff. 1-4**

Advanced Topics in Astronomy (ASTR-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Research (ASTR-451) Prerequisite: Physics 312 or consent of chairperson. **Staff. 4**

Senior Research (ASTR-452) Prerequisite: Physics 312 or consent of chairperson. **Staff. 4**

Athletic Training

Faculty

Assistant Professors Eric Winters and Brian Hortz

Athletic Training Major

Required courses: BIOL 334, PHED 172, 204, 325, 340, 344, 345, 350, 420, 421, 435, 438, 439, 441.

It is expected that the student who wishes to major in athletic training will complete PHED 172, 204, 340 prior to the completion of their first-year of undergraduate study. Prospective majors are strongly encouraged to consult with the Chairperson of the physical education department prior to declaring athletic training as a major.

The athletic training major contains two distinct opportunities for students. These two opportunities include: 1) Curriculum only & 2) Curriculum-plus. The curriculum-plus is defined as the Athletic Training Education Program (ATEP). Students must seek formal admission into the ATEP and this admission is competitive. Students interested in the curriculum-plus route are generally those who desire to pursue athletic training as a career. Students that choose to limit their involvement in the major to the curriculum do **not** need to apply for admission into the ATEP.

Admission into the Athletic Training Education Program (ATEP) is competitive. Interested students may contact the physical education department secretary or the ATEP director for admission material and procedures. Interested students may also refer to the Denison University ATEP website for admission information: www.denison.edu/phed/ATEPAdmission.html

The Denison University Athletic Training Education Program is accredited by the Commission on the Accreditation of Allied Health Education Programs (CAAHEP). The mission of our program and the National Athletic Trainers' Association is to enhance the quality of health care for individuals who are physically active by working closely with physicians and other allied health professionals. Before a student can practice athletic training as a professional, the student must graduate from the ATEP and pass the national certification examination. Students who are not admitted into the curriculum-plus (ATEP) will not be eligible to take this national certification examination upon graduation. Many states also require athletic trainers to obtain a professional license prior to initiating their practice in athletic training.

It is expected that students admitted into the curriculum-plus (ATEP) will successfully complete all requirements within three years of being admitted. It therefore is important for students to obtain ATEP admission material as soon as an interest in athletic training is developed. In order to be eligible for graduation from this ATEP, students of athletic training must satisfy each of the following criteria.

Administrative

1. Formally admitted into the ATEP.
2. Be compliant with the ATEP Technical Standards.
3. Maintain professional malpractice liability insurance policy.
4. Have transportation to external professional experience sites.
5. Adhere to the profession's ethics.
6. Complete annual blood borne pathogen workshop.
7. Satisfy all requirements for graduation established by the University.

Didactic

1. Earn a minimum grade of C- in each of the required courses.

Clinical

1. Receive 3 semester hours of academic credit by completing each of the six clinical education courses, Phed 350-81 through Phed 350-86

External Professional Experiences

1. Acquire 40 hours of observation at an assigned family medical clinic.
2. Acquire 20 hours of observation at an assigned orthopedic clinic.
3. Acquire 20 hours of observation at an assigned podiatry clinic.
4. Acquire 20 hours of observation at an assigned high school.
5. Acquire 20 hours of observation at an assigned physical therapy clinic.

Clinical Field Experience

1. Achieve at least 850 hours of supervised athletic training experience.

Biology

Faculty

Associate Professor Eric C. Liebl, Chair

Professor Tom D. Schultz; Associate Professors Warren D. Hauk, Eric C. Liebl, Juliana C. Mulroy; Assistant Professors Sarah Bashore, Fardad Firooznia, Rebecca N. Homan, Kristina S. Mead, Jessica E. Rettig, Laura A. Romano, Geoffrey R. Smith, Jeffrey S. Thompson, Christine L. Weingart, Lina I. Yoo; Academic Secretary Jude Hall

Departmental Guidelines and Goals

The Department of Biology endeavors to provide a comprehensive foundation in concepts and skills across the breadth of biology through an introductory core of three courses which prepares students for a deep exploration of sub-disciplines and research methods through subsequent advanced courses. The core covers the major concepts of biology and basic skills in acquiring and processing information, problem solving, and analyzing data. Our program then allows students the flexibility to explore specific areas of biology in depth through a suite of advanced courses in which they can apply their knowledge and skills.

The major prepares students for graduate and professional schools (including pre-medical, pre-dental and pre-veterinary studies), while allowing students the flexibility to design the program that best suits their specific interests and career goals. In addition, biology majors are offered the opportunity to collaborate with faculty in research and laboratory instruction; to present exceptional work at professional meetings; and to participate in the management of the 350-acre Biological Reserve. Related programs in Medicine, Dentistry, Medical Technology, Forestry, Natural Resources, are described under Pre-Professional Programs.

Biology Major

Requirements for Biology Majors Students majoring in Biology (B.A. or B.S.) are expected to complete the three Biology core courses, Introduction to the Science of Biology (150), Cell and Molecular Biology (201) and Ecology and Evolution (202) by the end of their second year. In addition, the major requires five or six (depending on the degree sought) 300-level advanced courses, two of which must be designated "diversity courses." Advanced Senior Research (452) and Advanced Honors Research (462) are credited as 300-level courses. Any combination of advanced courses may be taken to provide a concentrated preparation in a specific discipline or a broader survey of advanced topics. Minor Problems (350), Directed Study (361, 362), Independent Study (363, 364), and Senior Research (451) or Honors Research (461) will not be counted as 300-level advanced courses. It is strongly recommended that majors consult with a Biology advisor in order to design the most appropriate suite of advanced courses for that student.

Participation in the junior year assessment and senior interview are requirements for the major in Biology.

Bachelor of Arts in Biology The requirements for the Bachelor of Arts degree in Biology consist of the three core courses (Biology 150, 201, 202), five 300-level biology courses (two of which must be designated "diversity" courses), and one year of General Chemistry (Chemistry 121-122). Minor Problems (350), Directed Study (361, 362), Independent Study (363, 364) and Senior Research (451) or Honors Research (461) will not be counted as 300-level advanced courses.

Bachelor of Science in Biology The requirements for the Bachelor of Science degree in Biology consist of the three core courses (Biology 150, 201, 202), six 300-level biology courses (two of which must be designated "diversity" courses), one year of General Chemistry (Chemistry 121-122) and five additional courses in mathematics or science. Minor Problems (350), Directed Study (361, 362), Independent Study (363, 364) and Senior Research (451) or Honors Research (461) will not be counted as 300-level advanced courses. Students pursuing a B.S. in biology increase their experience in biology and become more broadly trained in the sciences. Thus these students fulfill the B.S. by taking an additional biology course beyond the requirement for a B.A. and by taking five additional non-biology science or math courses, with no more than three taken in a single department. Because the B.S. trains students more liberally as scientists, students are encouraged to fulfill these non-biology courses by selecting classes that "do" science. However, any non-biology course within the science division or any environmental studies (ENVS) science course will fulfill the B.S. requirement. Biology majors preparing for medical school or most graduate programs are advised to take Organic Chemistry (Chemistry 223-224), General Physics (Physics 121-122), and Calculus (Math 121 or 123).

Biology Minor

The Biology Minor consists of six courses in Biology. All students electing a minor in Biology must complete the three core courses (Biology 150, 201, 202) plus one semester of chemistry (Chem 121) and three additional 300-level courses (excluding Senior Research or Advanced Senior Research). Minor Problems (350), Directed Study (361, 362) and Independent Study (363, 364) will not be counted as 300-level advanced courses. One of these 300-level courses must be a designated "diversity" course.

Additional Points of Interest

Students may complement their major in biology through study off-campus. Denison University is a member of several consortia that offer course credit through off-campus programs. Those with course offerings relevant to Biology students include: the School for Field Studies, the SEA Semester, the Organization of Tropical

Studies, the Duke University Marine Laboratory, the Semester in Environmental Science, the Oak Ridge National Laboratory, the Institute for Study Abroad, Denmark's International Study Program, and the Associated Colleges of the Midwest Wilderness Field Station. The Department of Biology is committed to awarding credit for courses offered through these programs that provide a sufficient focus on biological concepts and methods (lecture and laboratory). With prior approval from the department, a maximum of two off-campus courses may be credited as advanced electives and counted toward the requirements of the major. The Richard C. and Linda G. Seale Scholarship provides support to qualified Denison students for participation in summer courses at the Duke University Marine Laboratory. Financial aid may be available for other off-campus programs.

Courses for Non-Majors Non-majors are invited to take Modern Topics in Biology (100), a course designed to explore scientific inquiry and biological concepts through specific topics in the instructor's area of expertise. Introduction to the Science of Biology (150) may be taken to fulfill the Science General Education requirement, but it is highly recommended that such students have some prior experience in science. Students with Advanced Placement or International Baccalaureate credit in Biology may receive credit for Biology 100. In addition, students who have had extensive biology training in secondary school may petition the Biology department for Biology 100 credit. However, such petitions must be made before the completion of the student's third year at Denison.

Biology and Environmental Studies Students with an interest in both Biology and Environmental Studies may pursue a major in Biology with a minor in Environmental Studies, or a major in Environmental Studies with a concentration in biology. Students are advised to choose the programmatic path that best suits their post-graduate goals, and to seek early consultation with faculty in Biology and/or Environmental Studies.

Course Offerings

Modern Topics in Biology (BIOL-100) This course for non-majors is intended to promote scientific literacy and quantitative reasoning. Topics will vary with the instructor, but each edition of the course will focus on a specific topic as a vehicle for exploring the essentials of biology and the scientific method. This course satisfies the G.E. lab science requirement. Biology 100 may not be counted toward the major in biology. Three class periods weekly plus laboratory. **Staff. 4**

Introduction to the Science of Biology (BIOL-150) This course is the first biology course biology majors take. It is a course that introduces students to core concepts of modern biology through active participation in biological investigations. Topics include reproduction, Darwinian evolution, energetics, organisms' response to stimuli, and organismal structure and function. Imbedded throughout the course are many of the skills expected of practicing biologists including the ability to develop hypotheses and analyze and interpret data, the ability to present scientific data, scientific writing, and a familiarity with the scientific literature. Three class periods weekly plus laboratory. **Hauk, Homan, Liebl, Mead, Rettig, Romano, Schultz, Thompson, Weingart. 4**

Introductory Topics in Biology (BIOL-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Cell and Molecular Biology (BIOL-201) A study of the living state at the molecular level. Such topics as the basic morphology of cells, the nature of macromolecules, respiration and energetics, and permeability theories are considered. The basic nature of genetic information in cells and viruses, its duplication, its role in protein syntheses and molecular control mechanisms are also discussed. Prerequisite: BIOL 150 or Consent of Instructor. Chemistry-121 pre- or co-requisite. Three class periods and one laboratory weekly. Safety glasses required. **Bashore, Liebl, Romano, Thompson, Weingart. 4**

Ecology and Evolution (BIOL-202) This course explores the fundamental concepts of ecology and evolution and integrates them in a study of the interactions between organisms and their environment and how those interactions shape the history of life on Earth. With a thorough understanding of population genetics and natural selection, this course addresses ecological questions at the level of the individual, population, community and ecosystem. A common thread that binds the course is the role of deterministic and stochastic processes in shaping ecological systems and macroevolutionary patterns. Prerequisite: BIOL 150 or Consent of Instructor. Three class periods and one laboratory weekly. **Firooznia, Hauk, Homan, Rettig, Smith, Schultz. 4**

Minor Problems (BIOL-250) A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal department requirements. **Staff. 1 or 2**

Intermediate Topics in Biology (BIOL-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Biochemistry (BIOL-302) A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: CHEM 224 and 226 or 228 and BIOL 201. Three class periods weekly plus laboratory. Safety glasses required. (First semester) **Kuhlman, Sokolik. 4**

Wetland Ecology (BIOL-310) This course is a comprehensive study of wetland ecology, management, and policy. The main emphasis is on biological, chemical, and physical aspects of major wetland ecosystems found in North America. The course also deals with valuation, classification, and delineation of wetlands. A significant portion of the course focuses on local and regional wetland ecosystems: their history, ecology, and current status. Labs will be field-based explorations of the biology, chemistry, and ecology of these regional wetlands. Prerequisite: BIOL 202 or consent. **Spieles. 4**

Herpetology (BIOL-312) Herpetology is the study of amphibians and reptiles, two diverse taxonomic groups that share the characteristic of being ectothermic vertebrates. This course will examine three main areas of herpetology: 1) the evolutionary relationships and biogeographical histories of these taxonomic groups, 2) comparative physiology, and adaptations of amphibians and reptiles to their natural environments, and 3) the ecology of the herpetofauna, as well as conservation issues, with a focus on amphibians. Emphasis will be placed on the critical reading of primary literature on both historical and current issues in herpetology, as well as on gaining hands-on experiences with amphibians and reptiles. Laboratories will include comparative studies of physiology and field studies of native Ohio amphibians and reptiles, making extensive use of the Denison University Biological Reserve. Prerequisites: Biology core or consent. (Not offered 2005-2006) **Homan. 4**

Vetebrate Zoology (BIOL-313) In this course we investigate the biology of vertebrates. In particular, we will be considering the many ways in which vertebrates interact with and respond to their environment, and thus this course will emphasize the evolution, ecology, and physiology of vertebrates. Laboratories will focus on the biology of local vertebrates, and will consist of field and laboratory exercises, as well as field research projects. We will make extensive use of the Denison University Biological Reserve. Prerequisite: Biology core or consent. Vertebrate Zoology qualifies as a "diversity" course for the major. **G. Smith. 4**

General Microbiology (BIOL-315) An introductory course in microbiology emphasizing the general structure, occurrence, and types of bacteria and viruses. Mechanisms of pathogenicity and host defense mechanisms are also discussed. Laboratory emphasis is placed on the fundamental techniques of staining, isolating, and characterizing bacteria. Additionally, numerous self-designed investigative labs, are an integral part of the laboratory experience. Prerequisite: Biology core or consent. **Bashore, Weingart. 4**

Virology (BIOL-316) Virology is a course that will examine the diversity of plant, animal, and bacterial viruses. Emphasis will be placed on topics such as molecular interactions between the host and virus, the genetics and chemical nature of viruses, and the replication strategies of viruses. This course also will examine how viruses cause disease, how they are used in biotechnology, and their overall impact on society. The structure of the course will provide peer learning activities, class discussions of primary literature, and traditional lectures. The structure of the laboratory will allow students to develop and test their own hypotheses. Prerequisite: Biology core or consent. Virology qualifies as a "diversity" course for the major. **Weingart. 4**

Plant Systematics (BIOL-320) In Plant Systematics students learn how major groups of vascular plants are classified, named, and identified. We study approximately 50 plant families in detail including tropical and temperate representatives (using living plant material whenever possible), learn how to use keys and floras to identify local species, and learn how to find information about plants in traditional and electronic sources. Understanding evolutionary relationships among the families studied is a central theme. This course provides important background for students planning to do fieldwork in ecology, plant-animal interactions, environmental education, and related subjects. Prerequisite: Biology core or consent. Plant Systematics qualifies as "diversity" course for the major. **Hauk. 4**

Developmental Biology (BIOL-324) Every multicellular organism begins its life as a single cell. Developmental biology is the study of the progression from this single cell to a complex, multicellular organism. Recently the powerful tools of molecular biology have linked the fields of embryology and genetics to reveal how cells, tissues, organs, and organisms develop. Especially striking is the conservation of molecules and mechanisms that underlie developmental processes in different organisms. This course provides an overview of the major features of early embryonic development in animals, and the mechanisms (molecular mechanism when known) that underlie them. We focus on two major aspects of developmental biology: (1) How is the basic body plan established? How does the basic organization of the embryo arise from the fertilized egg? What are the cellular mechanisms underlying morphogenesis and the appearance of pattered structures in the embryo? (2) How do parts become different in the embryo? Prerequisite: Biology core or consent. **Liebl, Romano. 4**

Genetics (BIOL-325) This course provides a detailed and up-to-date understanding of genetics, an appreciation of how genetics affects our lives everyday from the supermarket to the doctor's office, and a realization of the applications of genetics to virtually every discipline of biology. We focus on three major areas of genetics: (1) Molecular genetics: Thinking about genetics on the DNA level - everything from DNA sequencing to mutagen testing. (2) Mendelian genetics: Thinking about genetics on the gene level-everything from inheritance to recombinational mapping. (3) The application of both molecular and Mendelian genetics to study biological processes. We start by seeing how genetic techniques can be used to dissect almost any biological process and end up answering questions such as: How does genetic disease screening work? How are genes cloned from complex organisms such as mice or even humans? How does gene therapy work? In the laboratory we carry out both molecular experiments and classical genetic experiments. Prerequisite: Biology core or consent. **Liebl, Thompson. 4**

Biology of Insects (BIOL-327) In this course we will explore the world of insects and their interactions with other species. Our central focus will be to survey insect diversity and explore how various orders, families, and species are adapted through evolution to their specific environment. But we will also use that diversity as a lens through which we will examine major concepts in biology. Topics of discussion will be drawn from readings in Nature, Science, and the primary literature will include the following: plant-insect coevolution, mating systems, anti-predator defenses, eusocial behavior, parasitism, disease transmittance, insect conservation, and control of agricultural pests. Laboratory will include field studies of insects at the Denison University Biological Reserve and the preparation of a collection. Prerequisite: Biology core or consent. Biology of Insects qualifies as a "diversity" course for the major. (Not offered in 2005-2006) **Schultz. 4**

Plant Physiology (BIOL-332) The overall objective of this course is to give a broad understanding of the major topics in plant physiology. Plant physiology is an interdisciplinary field that focuses on how plants function. Major topics include photosynthesis, water relations, transpiration, and hormonal regulation of growth and development. There will be emphasis on the experimental nature of the field, and on hypothesis formulation and testing, and critical evaluation of data. Prerequisite: Biology core. (Not offered 2005-2006) **Firooznia. 4**

Animal Physiology (BIOL-334) This is a comparative study of how animals use cell membranes and hormones to coordinate responses within and between different organ systems. We'll use a wide variety of animal examples to explore the physiology of the neuromuscular, cardiovascular, respiratory, digestive, and osmoregulatory systems. The diversity of examples will highlight how different solutions have evolved to address common problems, and underscore the pivotal role of physiology in understanding animal behavior, development, and ecology. The laboratory will spotlight the physiology of nervous, muscular, and endocrine regulation, with an opportunity for students to design a physiology experiment that interests them. Prerequisite: Biology core. **Mead. 4**

Invertebrate Zoology (BIOL-336) This course presents important biological concepts by examining a set of animals, the invertebrates. Through lectures, class discussions of primary literature, field research projects and lab exercises, we will explore the basic biology of these animals, examine various ecological factors that these animals must contend with, and conduct a systematic survey of the major invertebrate groups. We will also consider the relationships, beneficial and harmful, between invertebrates and humans. Prerequisite: Biology core or consent. Invertebrate Zoology qualifies as a "diversity" course for the major. (Not offered 2005-2006) **Rettig. 4**

Animal Behavior (BIOL-340) A study of the proximate and ultimate causes of animal behavior from an evolutionary perspective. Topics include the genetics, ontogeny and neural basis of behavior as well as strategies of habitat choice, foraging, defense, courtship, parental care and sociality. The laboratory will include several multi-week experiments designed to test hypotheses concerning behaviors observed in the field and lab. There will be a strong emphasis on data analysis and interpretation, and use of the primary literature. Prerequisite:. Biology core or consent. (Not offered 2005-2006) **Schultz. 4**

Immunology (BIOL-341) A study of concepts in immunology, focusing on the cellular and molecular aspects of immune response systems in animals. Topics covered include immune cell development and function, specific and non-specific immune response pathways, immunogenetics, and clinical disorders of the immune system. Laboratory exercises will utilize contemporary immunological techniques to address questions pertaining to the molecular function and specificity of the immune system. Prerequisites: Biology core or consent. Safety glasses required. (Not offered 2005-2006) **Thompson, Yoo. 4**

Comparative Physiological Ecology (BIOL-342) This course is primarily concerned with the physiology of organisms as modified by the external environment. Topics include the basic principles of transfer and storage of energy (energy budgets and temperature regulation) and mass (water balance and gas exchange), physiological adaptations, and stress physiology. Emphasis will be placed on studying the whole organism as an integrated system. Case studies from the primary literature, problem sets, and laboratory exercises will probe the physiological ecology of organisms and the application of the topics to requirements in instrument design. Prerequisites: Biology core. (Not offered 2005-2006) **Firooznia. 4**

Advanced Cell Biology (BIOL-345) This course will be an in-depth examination of fundamental cellular functions, with an emphasis on how disturbances in these functions lead to disease. Areas covered in the course include intracellular trafficking, cytoskeleton and cell motility, adhesion, signal transduction, cell cycle, and apoptosis. Laboratories will involve learning current methods to analyze biological processes in cells. Prerequisite: Biology core or consent. **Yoo. 4**

Introduction to Neurophysiology (BIOL-349) We will use neurophysiology and neuroanatomy to understand the links between molecules, cells, systems, and ultimately behavior. The course will start with an exploration of neurons and signaling within and among cells. We will then examine some sensory and motor systems. The last portion of the course will examine the whole animal in a neurophysiological context as we look at the interplay between brain and behavior. The classroom portion of the course consists of lectures, discussion of the text and of research articles, problem sets, analysis of case studies, and other activities. The laboratory component will involve a mixture of behavioral, anatomical, and physiological studies on vertebrate and invertebrate animals, electronic modeling of nerve circuits, and computer simulations of nerve activity. This will culminate in a class project (topic TBA) that will investigate some question in sensory biology from multiple perspectives. The labs are designed to introduce students to some fundamental neurophysiological techniques and to a variety of study organisms, and to strengthen experimental design and analysis skills. Prerequisite: Biology core or consent. (Not offered 2005-2006) **Mead. 4**

Directed Study (BIOL-361) A research problem (library or laboratory) which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **Staff. 1-4**

Directed Study (BIOL-362) A research problem (library or laboratory) which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **Staff. 1-4**

Independent Study (BIOL-363) Staff. 1-4

Independent Study (BIOL-364) Staff. 1-4

Conservation Biology (BIOL-370) Conservation Biology requires the broad use of biological disciplines such as ecology, physiology, genetics, and animal behavior, as well as appreciation of policy issues, to understand and manage biodiversity. In this course, students will learn how to apply these biological tools for the purpose of defining and maintaining biodiversity at many scales. We will also cover human impacts on biodiversity, as well as the link between science and policy in protection efforts. This course will emphasize critical reading of primary literature as well as gaining hands-on experiences with population modeling, and measuring and monitoring local biodiversity. Prerequisites: Biology core or consent. **Homan, Schultz. 4**

Population and Community Ecology (BIOL-375) In this course, we will examine 1) how populations and communities are structured, 2) how populations and communities change over time, and 3) how populations and communities are influenced by their environment or ecological content. An emphasis will be placed on using primary literature and on doing ecology in the field and lab. Prerequisite: Biology core or consent. **Rettig, Smith. 4**

Advanced Evolutionary Biology (BIOL-380) This course builds on BIOL 202 and completes an in-depth survey of evolutionary theory with emphasis on processes that drive organismal change. We examine how molecular technology has impacted the study of evolutionary processes, and how new methods of analysis are changing the study of population genetics, phylogeny construction, adaptive radiation, etc. Reading of primary and secondary scientific literature is stressed. Through the course, emphasis is placed on integration of all biological disciplines under the paradigm of evolution. Prerequisite: Biology core. **Hauk. 4**

Advanced Topics in Biology (BIOL-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Advanced Biochemistry (BIOL-401) This is a topical course the content of which will vary from year to year. In general, a detailed look at a variety of recent biochemical topics will be examined through readings of the primary literature. Laboratory will offer an in-depth semester long research experience. May be counted as an advanced elective toward the major in Biology. Prerequisite: Biology core and BIOL 302. **Staff. 4**

Senior Research (BIOL-451) For seniors desiring to work on an advanced research problem. Biology 451 is to be taken if no previous work on the specific research project has been accomplished. Students with prior, substantial experience on their research project (such as a summer research experience with a Denison faculty member) may petition to move directly into Biology 452. Prior consent of the advising faculty is required for registration. The grade is determined by the advisor. Completion of Biology 451 does not fulfill an upper-level biology course requirement for the major. **Staff. 4**

Advanced Senior Research (BIOL-452) For seniors working on an advanced research problem. Following the completion of a substantial research experience, such as Biology 451 or a summer research experience with a Denison faculty member, students may take Biology 452. Prior consent of the advising faculty is required for registration. The grade is determined by the advisor. Completion of Biology 452 fulfills one upper- level biology course requirement for the major. **Staff. 4**

Honors Research (BIOL-461) Through petition, Senior Research (Biology 451) can be converted to Honors Research (Biology 461). Honors Research serves as a partial fulfillment for Honors. For seniors desiring to work on an advanced research problem. Biology 461 is to be taken if no previous work on the specific research project has been accomplished. Students with prior, substantial experience on their research project (such as a summer research experience with a Denison faculty member) may petition to move directly into Biology 462. Prior consent of the advising faculty is required for registration. The grade is determined by the advisor. Completion of Biology 461 does not fulfill an upper-level biology course requirement for the major. **Staff. 4**

Advanced Honors Research (BIOL-462) Through petition, Advanced Senior Research (Biology 452) can be converted to Advanced Honors Research (Biology 462). Advanced Honors Research serves as a partial fulfillment for Honors. For seniors working on an advanced research problem. Following the completion of a substantial research experience, such as Biology 461 or a summer research experience with a Denison faculty member, students may take Biology 462. Prior consent of the faculty is required for registration. The grade is determined by the advisor. Completion of Biology 452 fulfills one upper-level biology course requirement for the major. **Staff. 4**

Current Literature in Biochemistry and Molecular Biology (BIOL-483) Student-led presentations of the recent biochemical/ molecular biological literature, accompanied by instruction in finding and critically examining information resources in the biochemical sciences. May not be counted as an advanced elective toward the major in Biology. Prerequisite: BIOL 302. **Staff. 2**

Black Studies

Faculty

Associate Professor John L. Jackson, Director

Associate Professor Toni King, Joint Appointment with Women's Studies

Suzanne Condray (Communication), Susan Diduk (Sociology/Anthropology), Joanna Grabski (Art), Herman Graham (History), Desmond Hamlet (English), John Jackson (Black Studies), Toni King (Black Studies and Women's Studies), Linda Krumholz (English), Kent Maynard (Sociology/Anthropology), Sandra Runzo (English), Donald Schilling (History), Mitchell Snay (History), Anita Waters (Sociology/Anthropology), Raymond Wise (Music); Academic Secretary Donna Ellis

Departmental Guidelines and Goals

The Black Studies Program invites students to investigate the Black experience as it manifests itself in Africa, North America, the Caribbean, and in other parts of the African diaspora. While the Program's primary focus is the study of the Black experience in North America, fundamental to this enterprise is a recognition of the triangular relationship between Africa, the Caribbean and the United States.

The Program seeks to serve the general needs of the college by providing course offerings across the full range of academic divisions. At the same time, it is designed to meet the specialized interests of students through an interdisciplinary major and minor. Therefore, many appropriate courses are found under the rubric of other departments.

The Black Studies curriculum is administered by a faculty committee and the director of the Center for Black Studies. This committee reviews and approves the educational plans developed by majors in consultation with the director of the Center for Black Studies. Students wishing to major or minor in Black Studies should contact the director of the program.

Black Studies Major

A Black Studies major requires a minimum of 32 credit hours and the completion of a senior research project. The senior research project should be designed in consultation with the director of Black Studies. Field research or field experience may comprise a portion of the senior research project. A wide range of field opportunities in local Black communities is available to students through the Center for Black Studies.

There are three core courses in Black Studies, required of a major in the area: Black Studies 235, Introduction to Black Studies; English 255, Ethnic Literature; and History 225, The History of Blacks in America.

In addition to the core courses and the senior research project, the Black Studies major requires the completion of at least one course in Women's Studies. While any Women's Studies course may be used to fulfill this requirement, students ideally should choose a course that includes a discussion of topics about Black women. Appropriate courses may be selected in consultation with the director of Black Studies.

Other requirements include the completion of one course whose primary subject matter is Africa or the Caribbean. This requirement is designed to encourage students to confront, in a substantial manner, the triangular relationship between the Black experience in Africa, the Caribbean, and North America.

Black Studies Minor

The minor in Black Studies requires a minimum of 24 credit hours. Students wishing to be awarded a minor in Black Studies must complete the three core courses (Black Studies 235, English 255, and History 225). Students also are required to complete at least one Women's Studies course. Courses which satisfy this requirement may be selected in consultation with the director of Black Studies.

Additionally, students are required to complete one Black Studies course whose primary subject matter is Africa or the Caribbean, plus a senior research project in the form of a directed study which seeks to correlate Black Studies with some aspect of the student's major field. Although it is not required, students are encouraged to include a field experience component in the directed study. The directed study should be taken in the senior year.

Course Offerings

Black Women's Lives: Autobiography As Protest (BLST-102) This course explores autobiographies and personal narratives of Black women as a form of individual and collective liberation and protest. Because black women embody a dual outsider status in the society, narratives offer an opportunity to examine black women's resistance to race, class, and gender oppression. We will work with the multiple genres of autobiography such as poetry, essay, short narrative, memoir and major autobiographical works. These autobiographical texts will be paired with select readings from black studies and women's studies to provide Afrocentric, womanist and black feminist frameworks. Using these analytical tools we will examine Black women's narratives of themes of personal, social and political liberation. As a final project, students will write their own narrative of resistance and critique the ways their text intersects strategies of resistance employed by Black women. **King. 4**

Gospel Choir (BLST-130) This course will explore the historical development of African-American Gospel music and Spirituals through instruction and participation in a choral ensemble. In addition, students will learn about appropriate choral tone, sound, style, improvisation, rehearsal and performance techniques as they relate to the performance of African- American music. This class will also focus on the development of aural skills through rote music instruction, in addition to learning music by notes. This class is open to students, staff and faculty of all levels. **Wise. 1**

Beginning Jazz Technique (BLST-152) Course normally listed as DANC 152. **Staff. 2**

African Visual Culture (BLST-154) **Staff. 4**

Race and Ethnicity (BLST-212) An introduction to the sociocultural analysis of race and ethnic group membership, in its various historical and geographical contexts, especially that of the contemporary United States. The reasons that ethnic group membership has remained an important factor in social life and the conditions under which such membership forms the basis of social and political mobilization are explored. Issues such as assimilation, neo-colonialism, and split labor market are critically evaluated with attention to their ideological bases, explanatory power and policy implications. This course satisfies the Minority/Women's Studies requirement and has no prerequisite. Course normally listed as SA 212. **Waters. 4**

Jazz and Other Music of Black America (BLST-218) Course normally listed as MUS 218. **Staff. 4**

World Music (BLST-219) Course normally listed as MUS 219. **del Grazia. 3**

African-American History (BLST-225) Course normally listed as HIST 225. **Graham. 4**

Afro-American Dance Theatre (BLST-226) Course normally listed as DANC 226. **Staff. 4**

Rebellion, Resistance and Black Religion (BLST-228) Course normally listed as REL 228. **Jackson. 4**

Gender, Race and the Media (BLST-229) Course normally listed as COMM 229. **Condray, Lotz. 4**

Music of Africa and Afro-Latin America (BLST-231) Course normally listed as MUS 231. **Staff. 4**

African American Gospel Music (BLST-234) Course normally listed as MUS 234. **Wise. 4**

Introduction to Black Studies (BLST-235) An introductory study of the Black experience in America, this course will survey the field by examining in series, the various social institutions that comprise Black American life. Students will be introduced to fundamental contemporary issues in the study of Black religion, politics, economics and the family. Additionally, this course will serve as an introduction to Afrocentricity, "the emerging paradigm in Black Studies," and to the new scholarship on Blacks in America. **King, Jackson. 4**

An Introduction to Modern Africa (BLST-236) Course normally listed as HIST 235. **Staff. 4**

Comparative Therapeutic Systems (BLST-237) Course normally listed as SA 235. **Maynard. 4**

Ethnicity & Racism Media (BLST-239) **Staff. 4**

Ethnic Literature (BLST-255) Course normally listed as ENGL 255. **Staff. 4**

Oral Tradition and Folk Imagination (BLST-259) Course normally listed as ENGL 259. **Staff. 4**

Special Topics in ARTH (BLST-262) **Staff. 4**

Black Women and Organizational Leadership (BLST-265) This class explores Black women's leadership orientations in organizations. Afrocentric and womanist frameworks are used to inquire about Black women's leadership in the context of their lives. In this course we explore and theorize Black women's use of communal and generative leadership orientations as well as their application of a multiple and oppositional consciousness. Organizational dilemmas stemming from their race, class, and gender, as well as the unique challenges Black women leaders face in creating a supportive life structure are examined. Students will critique the omission of Black women's leadership styles in the mainstream theories about leadership, as well as explore the implications of Black women's leadership for expanding mainstream theory. **King. 4**

Studies In History (BLST-285) Intensive study of selected periods or topics in history at the introductory level. May be taken more than once. Example of recent topics are: Pre-Colonial African History. Course normally listed as HIST 285. **Staff. 4**

Africa on Film (BLST-295) **Staff. 4**

Arts Post-Colonial Africa (BLST-298) **Staff. 4**

Special Topics in Communication (BLST-315) These classes focus intensively upon a particular aspect of communication. May be taken more than once for elective credit as an upper division course. Examples of recent topics include: Civil Rights Movement and African American Female Rhetors. Course normally listed as a section under COMM. **Staff. 4**

Peoples and Cultures of Sub-Saharan Africa (BLST-320) Course normally listed as SA 320. **Diduk. 4**

African-American Women's Literature (BLST-325) Historical and contemporary African-American women's literature grounds and inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class, and sexual relations in the United States. Course normally listed as ENGL 325. **Staff. 4**

History of Southern Africa (BLST-326) Course registration for this course is made under HIST 325. **Staff. 4**

Composition Theory and Pedagogy (BLST-335) An introduction to theory and practice in composition and an opportunity to apply theories in Denison's Writing Center or nearby classrooms. Students may concentrate on applying theory to any context, tailoring the practicum to their areas of interest. **Staff. 4**

Cross Cultural Study of Art (BLST-336) Course normally listed as SA 336. **Diduk. 4**

Culture, Identity and Politics in Caribbean Society (BLST-339) This course focuses on the social, cultural and political life of the Caribbean area, especially the English- and French-speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas of the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean politics, from the strong democratic traditions of Jamaica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions and ethnic stratification evident in the Caribbean today. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Waters. 4**

Social Justice Movements in Communities of Color (BLST-340) An analysis of the transition from social movements rooted in identity politics to multicultural/multiracial social justice movements characterized by coalition politics, this course will examine the challenges of community-based organizing, grassroots mobilization, strategic goal-setting, protest tactics and other issues progressive movements confront on the road to success. The course will span the gamut of social justice movements from the 1960s civil rights and black power movements to the 1970s and 1980s student anti- Apartheid/divestiture movement, to student solidarity with Haitian refugees to Mexican immigrant workers for economic justice, Asian immigrant women's struggles in the fashion industry, to the Native American campaign for environmental justice -- all in the 1990s. The challenges of building successful multiracial/ multicultural movement organizations will be examined. This course satisfies the Minority/Women's Studies G.E. requirement. Note: Cross-listed with Soc/Anth 340. Prerequisite: BLST 235 or S/A 100 or consent. **Jackson. 4**

Topics in Black Studies (BLST-345) Staff. 4

Special Problems (BLST-346) Special problems which are offered at an advanced level in topics not covered in regular courses. Examples of topics covered are Culture, Identity and Politics in Caribbean Society, and Sexuality in Cross-Cultural Perspective. Course normally listed as SA 346. **Staff. 4**

The Harlem Renaissance (BLST-355) An analysis of the interrelationship between the cultural phenomenon and the literature of the Harlem Renaissance, particularly the way in which the social, economic and political conditions of the era helped to shape the literary art of the 1920s. Course normally listed as ENGL 355. **Staff. 4**

The Narrative of Black America (BLST-356) A study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. Course normally listed as ENGL 356. **Staff. 4**

Postcolonial Literature and Criticism (BLST-357) Readings in literature and criticism from Asia, Africa, Latin America and the Caribbean, in response to the experience of colonialism. **Staff. 4**

Directed Study (BLST-361) Staff. 1-4

Directed Study (BLST-362) Staff. 1-4

Independent Study (BLST-363) Staff. 1-4

Independent Study (BLST-364) Staff. 1-4

Senior Project (BLST-385) Staff. 4

Drama Seminar (BLST-404) Intensive study of a major playwright, genre, form or theme. The seminar topics will vary from year to year. Repeatable. Prerequisite: 201 or two courses in English literature. **Pauze. 4**

Senior Research (BLST-451) Staff. 4

Senior Research (BLST-452) Staff. 4

Honors Project (BLST-461) Staff. 4

Honors Project (BLST-462) Staff. 4

Chemistry and Biochemistry

Faculty

Associate Professor Jordan L. Fantini, Chair

Professor Thomas A. Evans; Associate Professors Jordan L. Fantini, Michael M. Fuson, Peter L. Kuhlman, Charles W. Sokolik; Assistant Professors Anthony R. Layson, Sonya L. McKay, Kimberly Musa Specht; Visiting Assistant Professor Eric J. Schurter; Academic Secretary Dixie Mickelson

Departmental Guidelines and Goals

The chemistry and biochemistry curriculum provides courses which are designed to enable students as contributing professionals and engaged citizens to deal effectively with a world increasingly dominated by the ideas and methods of modern science. Majors are qualified for immediate employment in industry. However, many elect to attend graduate school in chemistry, biochemistry, or related areas, or enter schools of medicine, dentistry, or engineering. The department is approved by the Committee on Professional Training of the American Chemical Society to offer a Certificate of Professional Training in Chemistry to students who satisfy certain requirements beyond a B.S. in chemistry.

Majors are encouraged to participate in the various on-going research projects in the department. Non-majors have access to the department's resources as they are required for their projects. Additional research opportunities are available in the department during the summer and as part of the Oak Ridge Science Semester described elsewhere in this catalog. Students interested in teaching should consult with faculty in the Department of Education. Although a teacher licensure program is not offered currently, students may take a course of study to explore the field of Education. Faculty and staff in the Department of Education assist students in creating individually designed plans for obtaining licensure through a range of programs after graduation.

Approved eye protection is required in all laboratory courses. The general policy regarding safety glasses is explained in detail (see page 238).

A policy of *breakage fees* governs equipment use in *all* laboratory courses. This policy is described earlier in this catalog.

Chemistry Major

The department provides two routes to the bachelor's degree: a Bachelor of Science program for students wishing an intensive study of chemistry in preparation for professional careers or graduate work; and a Bachelor of Arts program for students intending to pursue fields such as dentistry, medicine, secondary school teaching or other areas requiring a strong chemistry background. Earning a B.A. degree does not preclude a professional scientific career, although an additional year of undergraduate study may be required for admission to some graduate programs.

All majors must complete Chem. 121-122; 223-224; 228; 231; 472; and also Math. Sci. 123-124 and Phys. 121-122. In addition, B.A. majors must complete either Chem. 341 or 342; and one additional course from among Chem. 302, 341, 342, 401, 402, 417, and 431. A student electing to receive a B.S. degree must complete Chem. 341, 342, 417 and two additional courses from among Chem. 302, 401, 402, and 431 or at least one semester of laboratory research (4 credits per semester) taken either as Chem. 361 or 362, Chem. 451 or 452, or Chem. 461 or 462 in addition to the requirements for the B.A. The B.S. major who takes Chem. 431 and Chem. 302 as part of the degree requirements will be certified to the American Chemical Society.

Biochemistry Major

The department also offers a Bachelor of Science degree in biochemistry. This is a rigorous course of study which will provide the student with a strong background for professional schools (medical, dental, pharmacology, veterinary) as well as graduate schools in biochemistry and related fields.

A student may graduate with a B.S. degree in biochemistry on fulfillment of G.E. requirements and the successful completion of the following courses: General Chemistry (Chem 121/122). Organic Chemistry (Chem 223/224, 228), Analytical Chemistry (Chem 231), one semester of Physical Chemistry (Chem 341 or Chem 342), Biochemistry (Chem 302), Advanced Biochemistry (Chem 401), Current Literature in Biochemistry and Molecular Biology (Chem 482), Introduction to the Science of Biology (Biol 150), Cell and Molecular Biology (Biol 201), Calculus (Math 123/124), Introductory Physics (Phys 121/122); two of the following advanced Biology courses: Microbiology (Biol 315), Advanced Microbiology (Biol 316), Developmental Biology (Biol 324), Genetics (Biol 325), Immunology (Biol 341), Advanced Cell Biology (Biol 345), or another advanced Biology course, pending departmental approval; and one additional course chosen from those listed or another advanced Chemistry or Biology course, pending departmental approval. (All advanced courses in Biology have prerequisite courses that a student majoring in biochemistry may not have completed. Students without the appropriate prerequisite courses must obtain the permission of the instructor before registering for these advanced Biology courses.)

Chemistry Major (Environmental Studies Minor)

Environmental Studies Minor (see page 102).

Chemistry Minor

The department requires 20 semester hours of work in chemistry for the completion of a minor in chemistry: Chem. 121-122, Chem. 223-224 and the associated laboratory work, and one additional semester of course work at the 200 level or above would satisfy this requirement.

Course Offerings

Chemistry in Modern Society (CHEM-110) This course is intended for students who are not majoring in the sciences or who need further preparation before entering General Chemistry. It consists of an introductory treatment of the fundamental ideas of chemistry such as periodic properties of atoms, molecular structure and chemical reactivity. These ideas are then applied to examination of topics of current interest such as the environmental chemistry of air, water and pollution, and the health related chemistry of food, drugs and radiation. This course satisfies the GE science requirement. Three class periods and one laboratory weekly. Safety goggles required. **Staff. 4**

General Chemistry I (CHEM-121) An introductory study of basic chemical topics including fundamental language and nomenclature; stoichiometry; chemical bonding; molecular geometry; periodicity of chemical properties; comparison of states of matter; acid-base chemistry and an introduction to chemical equilibrium, kinetics, thermodynamics, and electrochemistry. Attention will be given to properties and reactions of biologically and industrially important substances. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques and are selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: high school chemistry or 110. Four class periods and one laboratory period weekly. Safety goggles required. **Staff. 4**

General Chemistry II (CHEM-122) An introductory study of basic chemical topics including fundamental language and nomenclature; stoichiometry; chemical bonding; molecular geometry; periodicity of chemical properties; comparison of states of matter; acid-base chemistry and an introduction to chemical equilibrium, kinetics, thermodynamics, and electrochemistry. Attention will be given to properties and reactions of biologically and industrially important substances. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques and are selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: high school chemistry or 110. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in General Chemistry I (CHEM 121). Four class periods and one laboratory period weekly. Safety goggles required. **Staff. 4**

Introductory Topics in Chemistry (CHEM-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Environmental Chemistry (CHEM-212) A study of the chemistry of the atmosphere, natural water, and soils with a special focus on acid precipitation, greenhouse gases, ozone depletion, urban and indoor air pollution, water and soil pollution, solid and hazardous waste disposal and risk assessment. Prerequisites 121-122. Three class periods and one laboratory weekly. This course can be used to satisfy minor in chemistry. Safety glasses required. (Offered every other year in spring semester only. **Layson. 4**

Organic Chemistry I (CHEM-223) A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. The reaction chemistry and stereochemistry of most of the principal classes of organic compounds are emphasized, specifically syntheses, reaction mechanisms, theoretical concepts, and the spectroscopic analysis of compounds. Increasingly, work in the second semester deals with biologically important examples. Experiments are selected to demonstrate the preparation, behavior and characterization of typical organic compounds, and to introduce the techniques of organic qualitative analysis. The laboratory provides an experimental basis for illustrating aspects of the chemistry discussed in class. Prerequisites: 122. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in General Chemistry II (CHEM 122). Four class periods and one laboratory period weekly. **Evans, McKay, Specht. 4**

Organic Chemistry II (CHEM-224) A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. The reaction chemistry and stereochemistry of most of the principal classes of organic compounds are emphasized, specifically syntheses, reaction mechanisms, theoretical concepts, and the spectroscopic analysis of compounds. Increasingly, work in the second semester deals with biologically important examples. Experiments are selected to demonstrate the preparation, behavior and characterization of typical organic compounds, and to introduce the techniques of organic qualitative analysis. The laboratory provides an experimental basis for illustrating aspects of the chemistry discussed in class. Prerequisites: 223. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Organic Chemistry I (CHEM 223). Four class periods and one laboratory period weekly. **Evans, McKay, Specht. 4**

Organic Chemistry Laboratory (Majors) (CHEM-228) Directed laboratory work in organic chemistry focusing on developing library and laboratory research skills. Taken concurrently with 224 by those students planning to major in chemistry or biochemistry. One laboratory period weekly. Safety goggles required. **Evans, McKay, Specht. 1**

Analytical Chemistry (CHEM-231) A course of quantitative analytical chemistry based on principles of chemical equilibrium, kinetics, and thermodynamics. The laboratory includes exposure to a range of solution methods along with spectroscopic, chromatographic, and electrochemical techniques for analysis. Offered fall semester only. Three class periods and one laboratory period weekly. Safety glasses required. Prerequisite: 122. **Layson. 4**

Intermediate Topics in Chemistry (CHEM-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Biochemistry (CHEM-302) A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 224 and Biology 201. The department strongly recommends that students enrolling in this course have earned a grade of C or higher in Organic Chemistry II (CHEM 224) and Molecular Biology (BIOL 201). Offered in the fall semester (also as Biology 302). Three class periods weekly plus laboratory. Safety glasses required. **Kuhlman, Sokolik. 4**

Thermodynamics and Kinetics (CHEM-341) An examination of the physical properties of chemical systems from both macroscopic and microscopic points of view. Topics include: gas laws and the kinetic molecular theory; thermodynamics and thermochemistry; equilibria and chemical kinetics. Prerequisites: Chemistry 122, Math 123, Physics 122. Four class periods and one laboratory period weekly. Safety glasses required. **Fuson. 4**

Quantum Chemistry and Spectroscopy (CHEM-342) An examination of the structures and energies of molecules. Topics include: structure and bonding from a quantum mechanical point of view; symmetry; and an introduction to spectroscopy. Four class periods and one laboratory period weekly. Prerequisites: Chemistry 122, Math 123, Physics 122. Safety glasses required. **Fuson. 4**

Directed Study (CHEM-361) Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: 224 plus 342 or consent. Hours arranged. Safety glasses required. **Staff. 1-4**

Directed Study (CHEM-362) Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: 224 plus 342 or consent. Hours arranged. Safety glasses required. **Staff. 1-4**

Independent Study (CHEM-363) Staff. 1-4

Independent Study (CHEM-364) Staff. 1-4

Advanced Topics in Chemistry (CHEM-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Advanced Biochemistry (CHEM-401) This is a topical course, the content of which will vary from year to year. In general, a detailed look at a variety of recent biochemical topics will be conducted through readings of the primary literature. Laboratory will offer an in-depth, semester-long research experience. Offered Spring semester (also as Biology 401). Prerequisite: CHEM/BIOL 302. Safety glasses required. **Kuhlman, Sokolik. 4**

Advanced Organic Chemistry (CHEM-402) A study of synthetic strategy and certain theoretical aspects of organic chemistry using specially selected examples. The latter include some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Prerequisites: 224. Three class periods and one laboratory period weekly. Safety glasses required. (Offered every other year. Not offered 2005-2006) **Evans, McKay, Specht. 4**

Inorganic Chemistry (CHEM-417) A study of inorganic chemistry well beyond that encountered in 122. Topics treated include: chemical bonding; theory, structure and reactivity of coordination complexes; acid-base concepts; organometallic chemistry and bioinorganic chemistry. Prerequisites: 224. Three class periods and one laboratory period weekly. Safety glasses required. (Offered every other year in fall semester only. Not offered fall 2005) **Fantini. 4**

Instrumental Analysis (CHEM-431) An examination of modern instruments used in absorption spectroscopy, electrochemistry, and chromatography. Emphasis is on instrumental use as well as underlying theory. Selected aspects of electronics are also discussed. Examples and problems are drawn from the current chemical literature. Prerequisite: 231. Three class periods and one laboratory period weekly. Safety glasses required. Offered every other year in spring semester only. Not offered spring 2006. **Layson. 4**

Senior Research (CHEM-451) Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisite: Staff approval. Hours arranged. Safety glasses required. **Staff. 4**

Senior Research (CHEM-452) Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisite: Staff approval. Hours arranged. Safety glasses required. **Staff. 4**

Honors Project (CHEM-461) Laboratory research for qualified seniors working under faculty supervision. A thesis is required. Registration is effected only by petitioning the Academic Affairs Council for permission to "convert" an initial registration in 451-452 to a registration in 461-462. Prerequisite: Staff approval. Hours arranged. Safety glasses required. **Staff. 4**

Honors Project (CHEM-462) Laboratory research for qualified seniors working under faculty supervision. A thesis is required. Registration is effected only by petitioning the Academic Affairs Council for permission to "convert" an initial registration in 451-452 to a registration in 461-462. Prerequisite: Staff approval. Hours arranged. Safety glasses required. **Staff. 4**

Senior Seminar (CHEM-472) A seminar program for the discussion of new developments in chemistry. Student written and oral presentations are based on extensive use of the chemical literature. Required of all departmental chemistry majors. Prerequisite: Senior standing or consent. (Offered spring semester) **Staff. 2**

Current Literature in Biochemistry and Molecular Biology (CHEM-482) Student-led presentations of the recent biochemical/ molecular biological literature. Accompanied by instruction in finding and critically examining information resources in the biochemical sciences. Required of all departmental biochemistry majors. (Offered spring semester - also as BIOL 482) **Staff. 2**

Chinese

Faculty

Professor Charles O'Keefe, Chair

Associate Professor Xinda Lian, Academic Secretary Susan Hill

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off Campus Programs). Opportunities for students to improve their command of the language are provided on the campus by the language tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Additional Points of Interest

General Departmental Regulations Students wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The language requirement should be completed by the end of the junior year.

Multimedia Language Learning Center An important asset of the Department is the Multimedia Language Learning Center. With its 27 Macs, zone-free DVD player, multi-standard VCR, and a Polycom Viewstation for videoconferencing, the MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar drills to research as well as discussions on authentic materials published on the web. The area is designed not only for individualized instruction but also for group work and small seminars that use multimedia materials for class discussion.

Cultural Enrichment Each semester the Department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

Fellows 103 The Modern Languages Virtual Lounge in Fellows 103 offers the Denison community a wide range of technological devices with which to enrich their learning experiences. This room is equipped with a 52 inch flat screen TV which is connected to two satellite dishes. One dish allows us to receive French TV5 and Chinese TV9. The other dish provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR and a zone-free DVD player. The lounge has a ceiling-mounted data projector which connects to a networked Apple computer, the DVD player and the VCR. This area also has a Polycom videoconferencing unit which allows us to connect with students at other universities and chat with them about their perspectives on various issues.

Although the Department of Modern Languages offers majors in French, German and Spanish, other languages are also offered for the purpose of general education and support of other college programs. Courses in Chinese are listed below.

Course Offerings

High School Language (CHIN-094) Staff. 0

Beginning Chinese I (CHIN-111) A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones as well as the basic grammatical patterns. **Lian. 4**

Beginning Chinese II (CHIN-112) A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones as well as the basic grammatical patterns. **Lian. 4**

Chinese Literature in Translation (CHIN-205) This survey course provides acquaintance with, and enjoyment of, masterworks of various genres in Chinese literature that have exerted great influence on the life and thought of Chinese people through the ages. **Lian. 4**

Dream and Fantasy in East Asian Literature (CHIN-206) Through close analysis of some of the most important recurrent themes, this course will examine how the Chinese and Japanese literary traditions reinvent and revitalize themselves in their development. Students will also study the distinctive features of the major genres in the two traditions. **Lian. 4**

Intermediate Chinese (CHIN-211) Development of conversational skills. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice. Prerequisite: 112. **Lian. 4**

Intermediate Chinese II (CHIN-212) Further development of fluency in conversation and in reading. Emphasis on the students' ability to write Chinese characters through composition exercises. Prerequisite: 211. **Lian. 4**

Intermediate Topics in Chinese (CHIN-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Philosophical Taoism in Chinese Literature (CHIN-305) This course examines a special group of Chinese texts that will not only enlighten, but also delight, modern readers: ancient Taoist texts written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required. (Normally offered in the spring) **Lian. 4**

Advanced Chinese (CHIN-311) Selected language and literature opportunities in Chinese language. **Lian. 4**

Advanced Chinese (CHIN-312) Selected language and literature opportunities in Chinese language. **Lian. 4**

Advanced Chinese (CHIN-321) Fifth-semester Chinese offered by remote collaboration from Kenyon College. (Normally offered in the fall.) **Bai. 4**

Chinese Cinema in English: A Cultural and Literary Study (CHIN-340) With the aid of modern critical theories, students will study the most representative works of Chinese cinema since the mid-1980s. By analyzing the origins, themes and styles of the films, students can hope to have a better understanding of the main cultural and literary trends in contemporary China and of modern Chinese society in general. The course will be conducted in English. **Lian. 4**

Directed Study (CHIN-361) Readings in Chinese texts. **Lian. 1-4**

Directed Study (CHIN-362) Readings in Chinese texts. **Lian. 1-4**

Independent Study (CHIN-363) **Staff. 1-4**

Independent Study (CHIN-364) **Staff. 1-4**

Cinema

Faculty

Associate Professor David Bussan, Chair

Associate Professor David Bussan, Assistant Professors Jane Greene, Marc Wiskemann

Departmental Guidelines and Goals

The major in Cinema is designed for the serious student who is interested in both the history and development of film and video as art forms and the creative process of producing cinematic works. The goals of the major are to provide students with a working knowledge of the principles of production in connection with an understanding of cinema as an art form. In this regard, an understanding of cinema theory, analysis and history is essential.

Cinema Major

Required Courses for B.A.: 32 credits 104 World Cinema (4 credits), 219 Elementary Cinema Production (4 credits), 310 Video Theory and Production (4 credits), 326 History of Cinema (4 credits), 410 Advanced Cinema Production (4 credits), 412 Theory of Cinema (4 credits), Elective Course in Cinema (4 credits)

One course from the following five courses: Thtr 201 Development of Dramatic Art, Arts 117 Photography I Foundation, Comm 225 Radio and Television in America, Mus 216 Audio Recording and Sound Editing, Phil 369 Philosophy of the Arts

Cinema Minor

Required Courses: 20 credits 104 World Cinema (4 credits), 219 Elementary Cinema Production (4 credits), 326 History of Cinema (4 credits), 410 Advanced Cinema Production (4 credits), 412 Theory of Cinema (4 credits)

Course Offerings

World Cinema (CINE-104) An introductory study of the dominant theatrical medium of the 20th century. Critical analysis of narrative, documentary, animation, and experimental cinema. An introduction to basic scholarly and evaluative approaches to film and video art. Screenings, readings, and critical papers. No prerequisites. Required of Cinema majors. **Greene. 4**

Elementary Cinema Production (CINE-219) An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic form. Each student will complete a series of film projects in 16mm format. Some attention will be paid to video production. The student will be required to share in the expenses involved in his or her film production. Required of Cinema majors. No prerequisites. **Bussan, Wiskemann. 4**

Intermediate Topics in Cinema (CINE-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Video Theory and Production (CINE-310) A course in video examining this electronic-based medium in both theory and practice. Students complete a series of short video projects in several genres--documentary, narrative and experimental. Emphasis will be placed on comparisons between video and film, film grammar and all facets of production. Students are required to share in the expenses of their productions. Required of Cinema majors. Prerequisite: 219. **Wiskemann. 4**

Cinema Seminar (CINE-312) The subject for these seminars varies from year to year, and offers the advanced student of cinema intensive and humanistic investigation of specialized generic, stylistic, and creative problems in the fields of film and/or video. Research papers, screenings, critical essays, readings. Prerequisite: One Cinema course or consent. Repeatable. **Bussan, Greene, Wiskemann. 4**

History of Cinema (CINE-326) A survey of the social and aesthetic impact and development of cinema from its literary and technological origins in the 19th century through the French and American development of the early silent cinema, Soviet expressive montage, German expressionist cinema, the French surrealist avant garde, the studio years of Hollywood, Italian neo-realism, the new wave and contemporary developments, including the recent influence of electronically generated and broadcast cinema. Screenings, readings, research and critical papers. Required of Cinema majors. **Greene. 4**

Screenwriting (CINE-328) A course offering a small group of students guided practice in dramatic writings for the screen. This seminar includes readings, film viewings, script analyses and weekly writing exercises, with emphasis upon the dramatic feature screenplay. Prerequisite: one previous Cinema course, junior or senior standing, or consent. **Wiskemann. 4**

Directed Study (CINE-361) Staff. 1-4

Directed Study (CINE-362) Staff. 1-4

Independent Study (CINE-363) Staff. 1-4

Independent Study (CINE-364) Staff. 1-4

Advanced Topics in Cinema (CINE-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Advanced Cinema Production (CINE-410) A production course designed for the advanced student of cinema. A rigorous and intensive practical course in the techniques of sound motion picture production. Working in the 16mm format, students complete a series of individual and group projects. Students learn the fundamentals of production management, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Students are required to share in the expenses of their productions. Required of Cinema majors. Prerequisite: 219. **Bussan. 4**

Theory of Cinema (CINE-412) An investigation of the salient theories of cinema from the pioneering work of Eisenstein and Pudovkin to current work in ideological, structuralist, and semiotic analysis. Reference is made to traditional literary and art criticism, as well as to relevant sociological and anthropological research. Little attention is paid to routine journalistic film criticism. Emphasis is on screenings, readings, research, and critical papers. Prerequisite: 104 or 219 or 326. Required of Cinema majors. **Greene. 4**

Cinema Techno-Aesthetics (CINE-417) An advanced production course for students of cinema who wish to make their own sync-sound 16mm films. Each student in the class produces a short 16mm sound film from script to answer print while learning how to use the department's most sophisticated equipment. Students learn techniques in camera operation, sound recording, lighting and editing. Students also serve as crew members on each other's projects. Students are required to share in the expenses of their productions. Prerequisites: 219 and 410. **Bussan. 4**

Cinema Workshop (CINE-419) Designed for a limited number of students who have demonstrated significant ability in cinema production. The course involves students in the creation of works of cinematic art in 16mm sound format as a total process from script to screen. Some advanced video production may be permissible, by consent. Students are required to share in the expenses of their productions. Repeatable up to a limit of 16 credit hours. It should be noted that Cinema Workshop is not designed to provide professional training but rather to permit students to explore their creative abilities while employing professional tools and procedures. Prerequisites: 219, 410 and 417. **Bussan, Wiskemann. 4**

Senior Research (CINE-451) Staff. 4

Senior Research (CINE-452) Staff. 4

Honors Project (CINE-461) Staff. 4

Honors Project (CINE-462) Staff. 4

Classics

Faculty

Professor Timothy P. Hofmeister, Chair

Professor Timothy P. Hofmeister; Associate Professor Garrett Jacobsen; Visiting Instructor Christopher Bungard; Academic Secretary Deborah Bennett

Departmental Guidelines and Goals

The Department of Classics offers courses in the languages, history and civilization of ancient Greece and ancient Rome. The curriculum focuses on traditional elements of classical philology in Greek and Latin, but at the same time, through the study of major classical authors and literary genres, students are introduced to the intellectual, social and cultural milieu of classical antiquity. As a discipline with a long tradition in the liberal arts, we emphasize the integration of knowledge and experience, we encourage interdisciplinary approaches to understanding, and we expect students to develop critical skills of analysis applicable in universal situations. From the Homeric world of gods and heroes to the politics and society of imperial Rome, students become engaged with a civilization both familiar and alien, as they confront the continuities and discontinuities of western society.

For course descriptions in Latin, (see page 136). For course descriptions in Greek, (see page 120).

BA degree in Latin

The major in Latin ideally enables a student to read fluently the language of ancient Rome and of authors and scholars from antiquity to the Renaissance. In addition to the elementary and intermediate Latin sequence, the curriculum provides courses on the major authors and genres of Latin literature from Roman comedy to Silver Age poetry. Advanced courses are conducted as seminars, and students read significant works in Latin, as well as examining the appropriate historical and cultural contexts and relevant critical theories. The major in Latin will fully prepare students to teach the language at the secondary level, and it will provide the necessary foundation for post-undergraduate study of Latin. Students, however, who are interested in a doctoral degree in Classics, should be aware that undergraduate preparation must include a commensurate amount of study in ancient Greek.

To complete the major in Latin, students must complete 24 credits in Latin at the 211 and advanced 300 levels, CLCV 202 (Ancient Rome), 8 credits in Greek, a minimum of 4 credits of Senior Research, and pass the Senior Comprehensive Examination.

Senior Comprehensive Examination

The Department of Classics requires all majors to pass a Senior Comprehensive Examination. This is a written and oral examination administered by the staff of the department, and it is completed in conjunction with the student's Senior Research project. In preparation for the examination, students will receive a reading list as the basis for a written translation examination and for an oral examination with general questions on literature and history; students also will be given the opportunity to share the results of Senior Research at a departmental Senior Symposium.

Minor

Greek Students may choose to minor in ancient Greek. For the minor in Greek, students must complete 16 credits of Greek at the 211 and advanced 300 levels, and CLCV 201 (Ancient Greece).

Latin Students may choose to minor in Latin. For the minor in Latin, students must complete 16 credits of Latin at the 211 and advanced 300 levels, and CLCV 202 (Ancient Rome).

Classical Civilization Students may also choose to minor in Classical Civilization, combining both courses in translation and the study of a classical language. For the minor in Classical Civilization, students must complete CLCV 201, CLVC 202 and CLVC 221, in conjunction with 12 credits of either Greek or Latin.

Course Offerings

Ancient Greece: History and Civilization (CLCV-201) A survey of ancient Greek culture and history from Minoan- Mycenaean civilization, through the ascendancy of Athens to the conquests of Alexander the Great. Attention is given to the social, political, and cultural influences of Greek civilization on Western society. (Not offered 2005-2006) **Hofmeister. 4**

Ancient Rome: History and Civilization (CLCV-202) A survey of Roman civilization from the Etruscan kings through the Republic expanding beyond Italy to an Empire dominating Europe and the Mediterranean world. Of primary consideration is the force of the Roman character on the structure and perspectives of western civilization. (Offered Spring 2006) **Jacobsen. 4**

Classical Mythology (CLCV-221) The study of the myths of the ancient world. The oral and literary tradition of mythology, ancient conceptualizations of god and universe, modern theory and interpretation of myth are important topics. (Offered Spring 2006) **Staff. 4**

Loca Antiqua: On Site (CLCV-231) An in-depth study of a particular individual, place, aspect, or era of classical antiquity. This course involves on-site travel and study in Europe and the Mediterranean from mid-May to early June. Topics and sites will vary from year to year. "Gods and Heroes" (Greece), "The Eternal City" (Italy), "The Legacy of Rome" (Britain-France-Germany) are examples. Additional fees will be charged for travel, accommodations, program costs, and academic credits. Prerequisite: Application and consent required. **Jacobsen. 2**

Senior Research (CLCV-451) Staff. 4

Senior Research (CLCV-452) Staff. 4

Honors Project (CLCV-461) **Staff. 4**

Honors Project (CLCV-462) **Staff. 4**

Communication

Faculty

Associate Professor Lisbeth Lipari, Chair

Professor Suzanne E. Condray; Associate Professors Laurel Kennedy, Lisbeth Lipari; Assistant Professors Tim Anderson, John Arthos, Kathleen Battles, Jeffrey Bennett, Amanda Gunn, Jeffrey Kurtz, Carol (Mimi) Harvey, Eric Saranovitz;Visiting Assistant Professor Dean Richardson; Instructors (part-time) Philip Martin, Alan D. Miller; Academic Secretary Donna Dudgeon

Departmental Guidelines and Goals

Courses in the Department of Communication examine the process by which meanings are developed, shaped, and shared in interpersonal, speaker-audience and mass media contexts. In the classroom, faculty and students study the characteristics of messages that affect the ways people perceive them, assign meaning to them, and respond to them in different circumstances.

Courses in the department present opportunities for students who wish to gain a deeper insight into the communication process or who are considering careers in teaching, law, journalism, radio or television broadcasting, communication management, government, business and public policy.

Communication Major

A student majoring in Communication must complete a minimum of 36 semester hours of credit in the department. All majors must take Communication 100 and 200 by the end of their sophomore year and before taking upper division (300- and 400-level) courses. In addition to completing these core requirements, students must complete 8 credit hours of 200-level coursework, 8 credit hours of 300-level coursework, a 4-credit 400-level seminar and 8 credit hours of electives, 4 credit hours of which must be taken at the 300- or 400-level.

Communication Minor

A student minoring in Communication must complete a minimum of 24 semester hours of credit in the department. All minors must take Communication 100 and 200 by the end of their sophomore year and before taking upper division (300- and 400-level) courses. In addition to completing these core requirements, students must complete 4 credit hours of 200-level coursework, 4 credit hours of 300-level coursework, a 4-credit 400-level seminar and 4 credit hours of electives.

Course Offerings

Communication in Social Interaction (COMM-100) This course introduces students to selected theoretical perspectives and vocabularies for understanding human communication. This course is designed to both introduce and provide an overview of the discipline of communication studies. First-Year or sophomore standing or consent. Required of all majors and minors. **Arthos, Kurtz, Lipari, Martin. 4**

Public Speaking (COMM-101) This course is designed to help students develop skills for effective oral communication. At a minimum, students will emerge more confident on the public platform. When refined by practice and experience, the critical thinking, composition, and performance skills learned should prove most useful in personal and professional endeavors. **Kurtz. 4**

Media Literacy (COMM-147) While most of us are proficient consumers of visual electronic media - we have the speed of symbol-recognition and comprehension skills to be adept "readers" - few of us have been taught to bring to that reading the critical skills we learn in the study of literature, music or art. This course examines how sound and images construct the "realities" that media presumably represent. **Condray. 4**

Introductory Topics in Communication (COMM-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Research in Communication (COMM-200) The purpose of this course is to expose students to major research methods used in the communication discipline. The course will sensitize students to issues in the field, familiarize students with types of research methods used in the discipline and enable students to formulate research questions, and design appropriate studies to answer those questions. In addition, the course will facilitate students' ability to understand the logic and process of research and to engage in critical analyses of reports and studies published in communication journals. First-year or sophomore standing or consent. Required of majors/minors. **Anderson, Condray, Gunn. 4**

Writing For Print (COMM-208) This course focuses on the fundamentals of reporting and writing nonfiction for print. Topics include storytelling and narrative, lead writing, point of view, information gathering, interviewing, and more. The class aims to help students develop overall research, writing, and thinking skills; questioning, listening, and interviewing skills; and a more sophisticated understanding of print journalism. **Miller. 4**

Communication Ethics (COMM-211) This course explores communication ethics from philosophical and applied perspectives in a variety of social contexts. Weekly theoretical discussions are grounded in applied cases that resolve around issues such as whistleblowing, free speech, group think, lying, confidentiality, privacy, coercion, and consensus. **Lipari. 4**

Communication Special Topics (COMM-215) Special Topics in Communication provides a venue in which to explore in depth an aspect or issue related to communication study. May be taken more than once by majors or non-majors to address special topics. **Staff. 4**

Small Group Communication (COMM-221) This course studies the communication process in the task oriented discussion group. Topics to be considered include group culture, methods of decision making, verbal and nonverbal elements in the communication process, the role structure of the group, group leadership, and others. Students will seek to apply fundamental principles in a series of small-group projects. **Gunn. 4**

Argumentation and Debate (COMM-222) In this course students will explore the art of inquiry and advocacy known as argumentation. In order to become better audiences and practitioners of argument, students will consider the nature of argument, the building blocks of argument and the practice of argument in public debate. **Arthos, Bennett, Kurtz, Lipari. 4**

Rhetoric and Persuasion (COMM-223) Rhetoric is the art of the spoken and written word, and its study and practice has been the foundation of a liberal education for two thousand years. It grounds the traditions and practices of politics, law, commerce and religion, and its power is felt in every sphere of public life. In this course we focus on the practice and theory of rhetoric as the medium of civic engagement, and the constituting act of self and community. **Arthos, Bennett, Kurtz. 4**

Interpersonal Communication (COMM-224) This course provides students with an interpretive and critical perspective for investigating the process of our making social worlds. Students will analyze interactional patterns of communication in personal and cultural mythology, in family communication, and in college students' culture. **Gunn, Harvey. 4**

History of Radio and Television (COMM-225) The broadcasting industry is undergoing dramatic change as new technologies and shifting attitudes toward regulation alter relationships within the industry, rechannel audience viewing, and redirect revenues. This class explores these phenomena though the lens of U.S. broadcast history, and studies the structure of the broadcasting/cable industries, the objectives of radio and television as social forces and cultural influences, program types and existing programs aimed toward the development of acceptable standards for broadcasting. **Battles. 4**

Mass Society and Communication (COMM-226) This course is designed to initiate students into critical and intelligent debates surrounding the issue of communication and its pertinence to mass, modern and post-modern societies. We consider specifically how mass communication has been defined from the 19th through to the beginning of the 21st century and how this history is relevant to issues of mass society today. Given that almost every person in America is affected by mass culture and media, we will discuss through the lectures, discussions and exercises a number of controversial suggestions, critical paradigms and mainstream assumptions. Throughout the course, students will be expected to understand these approaches and be able to both criticize and recognize the legitimacy of these models. **Anderson, Battles. 4**

Mediating Gender and Sexuality (COMM-229) In this class we will critically examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American mass media, and trace their development throughout the 20th century. We will focus on a variety of mass-produced commercial media texts, surveying television, magazines, advertising, and popular music. Although gender is the primary identity construction examined in this course, we will also pay close attention to other aspects of identity that define American women, such as ethnicity, class, and sexuality. We will investigate representational issues in relation to their political repercussions, and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism. **Battles, Condray. 4**

Ethnicity and Racism in American Media (COMM-239) This course critically examines the forms that racial and ethnic representations have taken in American media. The course will attempt to chart changes in public perception of racial and ethnic difference in the context of cultural and social transformations, as well as adjustments in the U.S. media industry. We will first establish a foundational knowledge of media criticism and explore theories and perspectives on how ethnicity is experienced in American culture. We will then focus on the topic of the representation of ethnicity in American media, surveying it historically, in relation to specific ethnic groups, at particular moments, and in a variety of genres. **Condray. 4**

Intercultural Communication (COMM-244) This course examines the processes and politics of intercultural communication in both domestic and international contexts. Students will enhance their cross-cultural awareness by exploring differences in value orientations, thought patterns and (non)verbal behaviors, challenges of transition and adaptation across cultures, identity management in intercultural settings, intergroup relationship development and conflict resolution, and intercultural communication competence and ethics. Throughout the course, special considerations will be given to power and privilege issues in bridging differences and embracing diversity. **Harvey. 4**

Intermediate Topics in Communication (COMM-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Media Programming and Economics (COMM-301) This course explores the business of media, a crucial component to understanding why various programming forms appear. A primary goal for this class is for students to gain an understanding of the complicated transactions and forces that contribute to the creation of the various media texts through which culture is created, transmitted, and shared. While many of the features of this course emphasize practical skills or applied learning, my goal is not to create media programmers, so much as expand students' knowledge of the inner-working of the media industries to which they will subscribe and consume from throughout their lives. Consequently, students should regularly reflect on questions such as what does this practice mean "in the big picture"; how is power transferred through this practice; what assumptions exist, and whom do they benefit. **Staff. 4**

Comparative Media Systems (COMM-305) This course examines media systems in developed and developing nations. It explores the organizational nature of the media system and its relationship to a nation's social, political, and economic structures. **Saranovitz. 4**

Organizational Culture (COMM-306) A study of the communication process in organizational settings, including an examination of contrasting theories of organization, the role of communication in different types of organizational structures, the impact of organizational culture, and the nature of communication on different levels within the organization. **Gunn. 1-4**

Scriptwriting (COMM-309) A course introducing techniques of non-fictional and fictional writing for visual media. Assignments and course materials examine research, narration, characterization, dialogue, plot development, script design, production techniques and other aspects of writing for television/cable drama and comedy programming. **Arthos, Condray. 4**

Ethics and the Public Sphere (COMM-311) This course explores the intersection between communication ethics and political communication in the context of democratic pluralism. After being introduced to the central themes, questions, and literatures of discourse ethics and dialogic philosophy, students then explore the relationships between response and responsibility, and ethics and politics, in deliberative public spheres. **Lipari. 4**

Special Topics in Communication (COMM-315) These classes focus intensively upon a particular aspect of communication. May be taken more than once for elective credit as an upper division course. Examples of recent topics include: Critical Theory in Communication. **Staff. 1-4**

The Rhetoric of the Civil Rights Movement (COMM-324) This course explores the symbolic dimensions of the American Civil Rights Movement of the 1950s and 1960s. Students will undertake historical and rhetorical examinations of key spokespersons and primary documents that gave the movement its tone and tenor. **Kurtz. 4**

Communication Law (COMM-328) Communication Law examines the constitutional and statutory principles associated with the First Amendment issues of free speech and free press. The course examines legal decisions, governmental regulatory doctrines, and self-regulatory practices which inform First Amendment law. Particular topics discussed include censorship, obscenity and pornography, libel law, privacy, governmental secrecy, free press/fair trial, regulation of telecommunications, advertising and the Internet. **Condray. 4**

Communication and the Human Condition (COMM-335) This course examines the human condition of social and moral conflict and its impact on freedom, identity, and public life in the contemporary United States.

The course provides a variety of theoretical frameworks for understanding social and political conflict, and creates a public forum for discussing difficult social issues. **Lipari. 4**

Exploring Rhetorical Texts (COMM-344) This course examines the art of rhetorical criticism. In becoming a practicing rhetorical critic, students will learn to situate, interpret, and judge historical and contemporary public persuasive discourse. Topics include the nature of criticism and the role of the critic, the process of contextual reconstruction, key issues in textual reading, and methods of rhetorical analysis. Prerequisite: COMM 101, 222 or 223. **Arthos, Kurtz. 4**

Mass Media and American Foreign Policy (COMM-348) This course explores the nature and the extent of interaction between the mass media and the processes of foreign policy formulation and conduct in the United States. The media-policy link is examined with particular attention to the emerging features of the international system, the increasing importance of global media and public opinion, the globalization of policy issues and the expansion of press, polling and communication staffs in government agencies. **Saranovitz. 4**

Advanced Journalism (COMM-350) This course allows students to explore the planning, reporting, and writing of in-depth news stories. It also explores the ethical considerations of such projects. The organic and collaborative process provides students the opportunity to hone their writing skills by focusing on the importance of story structure and content. Prerequisites: COMM 208 or consent. **Miller. 4**

Directed Study (COMM-361) Staff. 1-4

Directed Study (COMM-362) Staff. 1-4

Independent Study (COMM-363) Staff. 1-4

Independent Study (COMM-364) Staff. 1-4

Advanced Topics in Communication (COMM-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Language, Identity and Politics: Discourse and the Public Sphere (COMM-402) This course examines the role of language and discourse in constructing, maintaining and transforming identities, publics and politics in late 20th century democracies. Throughout, we will consider the relationship between language use and unequal relations of power. We will begin with an introduction to discourse studies and explore discourse as symbolic power, social practice and ideology. Next, we will examine the role of discourse in constructing and maintaining identities and communities, including those of sublatern and marginalized publics. Finally, we will examine and critique the role of discourse in public sphere(s) from Afrocentric, feminist and queer perspectives. **Lipari. 4**

Culture and Communication (COMM-403) This seminar takes a historical and critical approach to understand the role communication plays in creating various cultural experiences. Major theories on culture and race are examined. Topics include: How can we best understand and study the construct "culture?" What does "American culture" mean within a pluralistic and diverse society? How are different cultural voices created, heard or erased? How is "America" constructed from international scholars' perspectives? **Gunn. 4**

Mass Media and the Presidency (COMM-404) This course examines the relationship between the media and the American presidency from both a historical and contemporary perspective. The seminar focuses on the historical dynamics of the relationship, the role of institutional factors in White House coverage, the influence of presidential press coverage on public perception of the presidency, and the influence of the media on presidential election campaigns. Resources and texts represent a diversity of views among scholars, journalists and presidential administration personnel. **Condray. 4**

Problems in Popular Music Aesthetics (COMM-405) This course is designed to address some of the more daunting questions surrounding our daily experiences of popular music. As such, we will deal with the issues that affect this experience, particularly social issues that inform many of the aesthetic decisions that audiences and musicians make when interacting with popular music. What makes these issues so difficult is the fact that they are such a part of our common day experiences that they seemingly exist beyond critical discussion. To bring these issues to light, the course will involve a combination of lectures, discussions, assignments, exams and screenings - all of which are required. **Anderson. 4**

Advocating Reform: Communication in Social Movements (COMM-406) This course focuses on the historical rhetorics of discontent and transformation. Students will examine the characteristics and functions of persuasive discourse produced by social movements; the ways in which symbolic action sought to shape perceptions of concrete realities. Of particular interest will be the intersection of cultural context, biography, and creative rhetorical strategy. **Bennett, Kurtz. 4**

Peace and Conflict Transformation (COMM-407) This course explores the role of Communication in peace conflict mediation and transformation. In particular, we focus on peace works, reconciliation and non-violence. **Lipari. 4**

Critical Methods in Communication (COMM-408) This course is designed to acquaint students with criticism as a method for answering research questions in communication. Students will be provided with opportunities to apply rhetorical/critical methods in the writing of essays analyzing various kinds of persuasive texts - both discursive and non-discursive. Public communication via public speaking, broadcast, film and print media as well as art, architecture and music will be among the texts examined over the course of the term. **Arthos. 4**

International Communication: Politics and Policy (COMM-409) This seminar examines the nature of information flows between nations, the issues raised by such communication, and the institutions involved and patterns evident in the resolution of policy differences. The course surveys the transfer of news and entertainment programming as well as financial, trade and other data across borders, and suggests a range of issues raised, such as the uses of information in foreign policy, the extension of cultural imperialism, corporate invasion of privacy, and incursions upon sovereignty and national security. In examining the resolution of such issues, the course analyzes how nations' power is distributed and utilized in international fora. **Saranovitz. 1-4**

Ethnicity and Family Communication (COMM-410) The course is designed to explore the rich ethnic and racial diversity of families and the nature of their communication. The course will focus on the intersection of ethnicity/race, family, and communication. The content of the course will include theoretical models of the family and influences on family communication. Those influences include family structure support systems, identity, media, and institutional structures (e.g., church and schools). The course will be organized around the contributions of students who will collaboratively decide on the nature of more extensive or engaged research projects based on their interests, lecture/discussion topics, popular press news and magazine articles, scholarly literature and audio-visual media. **Staff. 4**

Critical Issues in Global Communication: Media Imperialism and Cross-Cultural Encounters (COMM-412) Broadcast and film products and properties seem to naturally flow globally with little resistance from the national borders that have traditionally limited and expanded the movements of particular peoples. This situation is relatively new and has prompted debates about the need to recognize how international economies operate vis-a-vis the concerns of the nation state, its citizenry and their specific cultural contexts. This class will provide historical, cultural and economic backdrops that frame how and why debates about mass media differ from one national context to the other. **Anderson, Saranovitz. 4**

Rhetoric and the American Experience (COMM-413) This course explores the American rhetorical tradition and some of the speakers, ideas, and movements that have given it its voice and texture. We will read broadly and deeply key oratorical texts from the nineteenth century to the present and examine the scholarship that has attempted to explain these acts of symbolic influence. Our work will culminate in the drafting and thorough revising of article-length research essays. Students will be invited throughout the seminar to stretch and refine their voices as working rhetorical scholars. Class sessions will be discussion-driven and substantial preparation and participation from all students will be encouraged. **Kurtz. 4**

Critical Issues in Television: Post-Network Era (COMM-414) In the past two decades, a (if not the) central storyteller in contemporary American culture has undergone radical institutional reconfiguration as a result of changes in ownership, regulation, number and availability of networks, technology, and most recently, a transition to a digital broadcast system. This class will explore how various changes in the television industry have occurred, what their consequences have been for television programming, and explore the resulting adjustments in television as a cultural form. We will also consider the changing identity of television as its scope increases with its multiplicity of networks (It's not TV, it's HBO), viewing practices altered by new recording devices, and its convergence with other technologies. Prerequisite: COMM 225; COMM 301 recommended. **Staff. 4**

Conflict and Communication (COMM-415) A study of how the use of communication during the process of social interaction creates and resolves conflict. The course will explore theories relating to the nature of conflict, strategic negotiation models, issues revolving around third party intervention, and other topics related to the current research in conflict and communication theory. **Harvey. 4**

Senior Research (COMM-451) Staff. 4

Senior Research (COMM-452) Staff. 4

Honors Project (COMM-461) Staff. 4

Honors Project (COMM-462) Staff. 4

Computer Science

Faculty

Professor Todd H. Feil, Chair

Professors Todd H. Feil, Joan Krone; Associate Professor Jessen Havill, R. Matthew Kretchmar; Assistant Professors Thomas C. Bressoud; Academic Secretary Helen Viles

Departmental Guidelines and Goals

The Department of Mathematics and Computer Science offers majors and minors in Mathematics, Computer Science and Mathematics-Economics. The major in Computer Science is designed to enable students to become well rounded in both theoretical and applied aspects of software and hardware. Emphasis is given at all levels to algorithm design and analysis. In addition, many upper level courses involve large programming projects.

Students interested in a Computer Science major should take CS 171 followed by CS 173-174 by the end of the first year. In rare circumstances, a student may complete this sequence during the sophomore year. It is preferred that candidates also take Math 123 during the first year.

Computer Science Major

The core courses in Computer Science are CS 171, 173, 174, 271, 272, 281, 334, and Math 123. All Computer Science majors must complete these courses. The Computer Science faculty strongly recommends that major candidates also take Math 124 and 231.

Bachelor of Arts Degree The minimum requirements for a B.A. degree in Computer Science are the core plus two additional Computer Science courses at the 300 or 400 level, excluding 361-362 and 363-364.

It is also recommended that a B.A. candidate in Computer Science consider a second major or a strong minor.

Bachelor of Science Degree The minimum requirements for a B.S. degree are the core, CS 372, CS 384, and three additional Computer Science courses at the 300 or 400 level, excluding 361-362 and 363-364. Students may substitute Math 341 for one of these additional courses.

Computer Science Minor

A minor in computer science consists of CS 171, 173, 174, 271, 272, and 281.

Additional Points of Interest

Students who intend to continue with graduate study in Computer Science should pursue the B.S. degree.

The Anderson Foundation and DURF support qualified students to carry out summer research. For off-campus research opportunities in Computer Science, see the Oak Ridge Science Semester listed elsewhere in this catalog.

Course Offerings

Seminar: Programming Problems (CS-119) Students meet weekly to solve a challenging programming problem. Strategies for solving problems will be discussed. Used as a preparation for programming contests. Prerequisite: CS 173. Offered fall semester. **Staff. 1**

Introduction to Computer Science (CS-171) A one-semester introduction to computer programming, with an emphasis on designing algorithms and implementing those algorithms using a computer programming language. Students will also learn some elementary concepts from the field of computer science. **Staff. 4**

Intermediate Computer Programming (CS-173) A study of intermediate level computer programming principles and techniques. Topics include recursion, sorting, dynamic memory allocation, basic data structures, software engineering principles, and modularization. Prerequisite: CS 171. Corequisite: CS 174. **Staff. 4**

Discrete Mathematics for Computer Science (CS-174) This course covers mathematical topics necessary for understanding concepts in computer science. Topics include sets, relations, functions, Boolean algebras, switching circuits, number theory, induction, recursion, solving recurrences, probability, elementary counting techniques, matrices, and graphs. This course is normally taken as a corequisite to CS 173. **Staff. 4**

Introductory Topics in Computer Science (CS-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Topics in Mathematics and Computer Science (CS-200) Topics in Mathematics and Computer Science. **Staff. 1**

Data Structures and Algorithm Analysis I (CS-271) Topics include algorithm analysis; stacks; queues; lists; trees; forests; heaps; hash tables; priority queues; coalescable equivalence relations as ADTs; sorting algorithms and their analyses; Prim, Kruskal, Dijkstra, other graph algorithms; algorithm design strategies including greedy, dynamic programming, probabilistic, backtracking, and divide and conquer; introduction to P and NP; emphasis on the object oriented paradigm using C++ or Java, with exposure to the functional programming paradigm using lisp, scheme, ML, or some other functional language. Prerequisite: CS 173 and 174. **Staff. 4**

Data Structures and Algorithm Analysis II (CS-272) Topics include algorithm analysis; stacks; queues; lists; trees; forests; heaps; hash tables; priority queues; coalescable equivalence relations as ADTs; sorting algorithms and their analyses; Prim, Kruskal, Dijkstra, other graph algorithms; algorithm design strategies including greedy, dynamic programming, probabilistic, backtracking, and divide and conquer; introduction to P and NP; emphasis on the object oriented paradigm using C++ or Java, with exposure to the functional programming paradigm using lisp, scheme, ML, or some other functional language. Prerequisite: CS 271. **Staff. 4**

Computer Organization (CS-281) A study of computer organization and the interface between hardware and software. Topics include assembly language programming, machine language, binary number representation and computer arithmetic, the central processing unit, input and output, and the memory hierarchy. Corequisite: CS 272. **Staff. 4**

Intermediate Topics in Computer Science (CS-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Theory of Computation (CS-334) (Also listed under Mathematics offerings.) This course is a study of formal languages and their related automata. Turing machines, unsolvable problems and NP-complete problems. Prerequisite: CS 272. **Staff. 4**

Artificial Intelligence (CS-339) A survey course of topics in Artificial Intelligence including search, formal systems, learning, connectionism, evolutionary computation and computability. A major emphasis is given to the philosophy of Artificial Intelligence. Prerequisite: CS 272. **Staff. 4**

Software Engineering (CS-349) Students will apply their theoretic background, together with current research ideas to solve real problems. They will study principles of requirements analysis, methods of designing solutions to problems, and testing techniques, with special emphasis on documentation. Prerequisite: CS 281. **Staff. 4**

Numerical Analysis (CS-352) (Also listed under Mathematics offerings.) Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and solution of nonlinear equations. Prerequisites: CS 173,174, MATH 222, 231; MATH 351 recommended. **Staff. 4**

Directed Study (CS-361) **Staff. 1-4**

Directed Study (CS-362) **Staff. 1-4**

Independent Study (CS-363) **Staff. 1-4**

Independent Study (CS-364) **Staff. 1-4**

Operating Systems (CS-372) A study of the principles of operating systems and the conceptual view of an operating system as a collection of concurrent processes. Topics include process synchronization and scheduling, resource management, memory management and virtual memory, and file systems. Prerequisite: CS 281. **Staff. 4**

Programming Languages (CS-373) A systematic examination of programming language features independent of a particular language. Topics include syntax, semantics, typing, scope, parameter modes, blocking, encapsulation, translation issues, control, inheritance, language design. A variety of languages from different classes are introduced. Prerequisite: CS 272. **Staff. 4**

Compilers (CS-374) A study of regular and context-free languages with the purpose of developing theory to build scanners and parsers. The class will develop its own structured language and construct a working compiler. An examination of compiler construction tools. Prerequisites: CS 272, 334. **Staff. 4**

Computer Networks (CS-375) A study of computer network architecture and protocols. Topics include packet and circuit switching, datalink, network and transport layer protocols, reliability, routing, internetworking, and congestion control. Prerequisite: CS 281. **Staff. 4**

Database Systems (CS-377) A study of the design, implementation and application of database management systems. Topics include the relational data model, physical implementation issues, database design and normalization, query processing and concurrency. Prerequisite: CS 281. **Staff. 4**

Digital Electronics and Computer Architecture (CS-384) A study of the basic components of switching circuits and processors. Investigation of both the internal design of a processor and the entire computer system. Includes a lab. Prerequisite: CS 281. **Staff. 4**

Robotics (CS-391) An introductory course in both hardware and software aspects of robotics. Students will learn the basics of manipulators, sensors, locomotion, and micro-controllers. Students will also construct a small mobile robot and then program the robot to perform various tasks. Prerequisites: CS 281, 384. **Staff. 4**

Advanced Topics in Computer Science (CS-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

High Performance Computing (CS-400) Staff. 4

Advanced Topics in Computer Science (CS-402) A. Parallel Processing. B. Graphics. C. Neural Networks. D. Advanced Algorithms. **Staff. 4**

Advanced Topics in Computer Science (CS-403) A. Parallel Processing. B. Graphics. C. Neural Networks. D. Advanced Algorithms. **Staff. 4**

Senior Research (CS-451) Staff. 4

Senior Research (CS-452) Staff. 4

Honors Project (CS-461) Individual work for Honors. **Staff. 4**

Honors Project (CS-462) Individual work for Honors. **Staff. 4**

Dance

Faculty

Associate Professor Sandra Mathern-Smith, Chair

Associate Professors Sandra Mathern-Smith, Gill Wright Miller; Assistant Professor Mishele Mennett; Assistant Professor of World Dance Rihab K. Bagnole (2nd semester); Academic Secretary Jill Uland

Departmental Guidelines and Goals

The Department of Dance is committed to the liberal arts study of "dance as an art form" and the belief that such a study necessitates an integration of the kinesthetic (body), the intellectual (mind), and the emotional/internal (spirit). We see this as the core concern of the discourse, the discipline and the faculty as we explore physical and metaphysical material both academically and artistically, exposing students to the principles of dance through movement and through theoretical inquiry. Our aim is to expose students to a wide variety of approaches by utilizing primary and secondary sources. The opportunity for application in research and concert performance is available early in the student's career, enabling her/him to become independently productive in the application of these principles.

Dance Major

Requirements for the B.A. degree in Dance: 42-44 credits minimum The Bachelor of Arts degree in dance reflects a philosophy that integrates principles of theory and technique resulting in the informed viewing of and practical participation in performance. Studio course work includes technique classes, performance repertory, improvisation and composition, and the reconstruction of modern, post-modern, ballet and a variety of world dances from this and previous centuries. Theoretical course work includes reading, writing, and moving with an emphasis on creating and exposing theory. The boundaries between technique and theory are purposefully blurred, indicating our commitment to a liberal arts curriculum rather than a conservatory curriculum.

All dance majors must take four theoretical core courses: Dance 284 Dance Improvisation and Composition, Dance 374 Experiential Anatomy/Kinesiology, and Dance 384 Movement Analysis and a course in cultural studies (Dance 274 Cultural Studies and Dance History, Dance 222 Dance and Ethnicity or WMST 302 Women and the Arts). Students are advised, but not required, to complete theory courses by the end of their junior year.

Dance majors must also enroll in a minimum of 16 credit hours (8 courses) of technique in any configuration of genres. However, all majors must reach or achieve the highest level of both Contemporary and Ballet.

Dance Majors are required to produce a senior research project representing their culminating experience in the discipline. There are two paths from which to choose: written research or choreographic research. Students must complete a 2-credit seminar in their junior year reflecting their intention in one of these areas. These seminars, Junior Research in Methodology Seminar and Seminar in Choreography, concentrate on preparing the student for research by either written or choreographic means. A student wishing to choreograph must also complete a 2-credit seminar in concert production. All students must enroll in a 4-credit Senior Research course in which the completion of their research, either written or choreographic, is the focus.

Additionally, all majors must receive 4 repertory credits by auditioning, being cast in and performing a work by a faculty or guest artist (repertory credit is awarded one credit per work or per approximately 50 rehearsal hours).

Dance Major Requirements:

TECHNIQUE 16 credits (2 credits per course)
- Ballet 142, 242, 342
- Contemporary 132, 232, 332
- World Dance 122, 222

Majors must reach the advanced level in both Contempory (Dance 332) and Ballet (Dance 342).

THEORY 16 credits (4 credits per course)
Each of these:
- Dance 284: Dance Improvisation and Composition
- Dance 374: Experiential Anatomy and Kinesiology
- Dance 384: Introduction to Movement Analysis

And one of these:
- Dance 274: Cultural Studies in Dance History OR
- Dance 322: Dance and Ethnicity (when offered) OR
- WMST 302: Women and the Arts

INTEGRATING EXPERIENCES 10-12 credits
- Junior Research and Methodology 352 (2 credits)
- Choreographic Seminar & Production Seminar 184, 484 (4 credits)
- Senior Project in Research or Choreography 451 (4 credits)
- Repertory* 420, 430, 440 (4 credits)

**Repertory credit is awarded one credit per 50 rehearsal hours – typically one credit per work performed – for works created by faculty or guest artists.*

Dance Minor

The minor in dance consists of a minimum of 24 credit hours. Minors must complete 12 credit hours, or three courses, in theory, and one from each of two core areas, cultural studies/ history and embodied practices. Cultural studies courses include: Dance 274 Cultural Studies in Dance, Dance 322 Dance and Ethnicity, and Women's Studies 302 Women and the Arts. Embodied Practices include: Dance 274 Improvisation and Composition, Dance 374 Experiential Anatomy/ Kinesiology, Dance 384 Movement Analysis.

The minor must also take a minimum of 12 credit hours in studio courses, technique or repertory, which must include Level III in either Contemporary (Dance 332) or Ballet (Dance 342) or an equivalent program of study in World Dance forms at Level II (Dance 222), as approved by the Department.

Minors have an option of completing a senior research project in lieu of a third theory course. In this instance, a student would need to enroll in the Junior Research in Methodology Seminar or the Choreographic and Production Seminars, prior to completing their Senior Research project.

Dance Minor Requirements:

TECHNIQUE 12 credits (2 credits per course)

8 in one area (the chosen area of focus) AND any combination of 4 in any combination of the other two areas. All minors must take level III in their chosen focus area if it is Contemporary dance or Ballet or an equivalent program of study in World Dance forms as approved by the department.

	Level 1	Level II	Level III	Repertory*
Ballet	142	242	342	440
Contemporay	132	232	332	430
World Dance	122	222		420

**Repertory credit is awarded one credit per 50 rehearsal hours – typically one credit per work performed – for works created by faculty or guest artists.*

THEORY 12 credits (4 credits per course)
At least one from each sub-group:

Group A–

- Dance 274: Cultural Studies in Dance History OR
- Dance 322: Dance and Ethnicity (when offered) OR
- WMST 302: Women and the Arts

Group B–

- Dance 284: Dance Improvisation and Composition
- Dance 374: Experiential Anatomy and Kinesiology
- Dance 384: Introduction to Movement Analysis

Additional Points of Interest

The General Education requirements include two courses in the fine arts division. Dance technique courses are awarded two credit hours. Consequently, any combination of two technique classes fulfills one General Education requirement.

It is expected that students might enroll at the same level in technique for more than one semester. Generally, a student remains at the same level for one year.

All 100-level courses assume no previous experience with dance movement. Students with previous dance training in Contemporary or Ballet should enroll in level 200 technique courses.

World Dance technique students are advised to enroll in World Dance I if they have no previous dance experience; or World Dance II only if they have previous and significant dance experience, even if none in the form/technique being offered.

Instructors will be watching students in the first week of classes in order to adjust placement where appropriate and students may be asked to move into a more or less advanced course.

Dance majors and minors are advised to take Improvisation and Composition and Cultural Studies in Dance or Women in the Arts during their sophomore year, and Experiential Anatomy/Kinesiology and Movement Analysis during their junior year. That schedule supplies the foundation and makes room for a full-year research and/or choreographic project in the senior year.

Course Offerings

World Dance I (DANC-122) This course, open to all students regardless of previous dance training, offers dance experiences with non-Western forms. Course work includes instruction in technique, outside readings, and performance observation. Content varies with respect to dance material presented, depending on the interests of teaching faculty and students, and on the components of artists who take part in teaching the course from semester to semester. Courses offered tend to be thematic over the course of a year. A variety of forms have been offered including Balinese, Indian Classical forms (e.g., Bharata Natyam and Odissi) African forms (e.g., Ghanaian, West African), South American forms (e.g., Capoeira). **Rotating Visiting Professor. 2**

Contemporary Dance I (DANC-132) This course offers students a basic movement experience that strives to promote greater integration of mental and physical knowledge and kinetic awareness. Exercises emphasizing placement, flexibility and strength will be taught. The basic elements of dance - space, time and force - are introduced and explored with the larger purpose of providing a deeper appreciation of dance as an art form. An introduction to the history of modern dance in the U.S. is included through the use of video viewings and readings. Attendance at performances and a limited number of reaction papers are required. **Mennett, Mathern-Smith. 2**

Ballet I (DANC-142) This course serves the student with no previous training, and those who have had little training or none recently. Basic body placement, the positions of the feet, simple port de bras, and other simple movements are taught. The proper carriage of the body in classic ballet technique is explored through elementary barre and centre exercises. Second semester offers an accelerated introduction to accommodate newcomers yet sustain the development of returning students. A brief introduction to the history of ballet dance in the U.S. is included through video viewings and readings. Attendance at a certain number of performances is required. **Mennett. 2**

Seminar in Production (DANC-184) This seminar focuses on all aspects of dance concert production. Topics covered are: budgeting, publicity, costume design/construction, lighting design for dance, box office and house management, video documentation, scheduling and backstage production. The student choreographers' concert, held in April, will be the focus of the practical experience for this seminar. When the department hosts a quest artist residency of which a concert is a part, the publicity and production of this concert will also be the responsibility of the students in this course. Students will be assigned responsibilities, collaborating on the production of the performance event, and are required to contribute to the seminar through these assigned practical projects, enhanced through readings and lecture. A portfolio of work completed is expected. **Mathern-Smith. 2**

Introductory Topics in Dance (DANC-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Production Seminar (DANC-210) Staff. 2

World Dance II (DANC-222) This course, open only to students with previous dance study (although not necessarily in techniques offered), focuses on the same forms as are brought into focus in World Dance I (above) in the same semester. In this more advanced class, the instructor will assume students will be able to assimilate physical information more quickly. Therefore, this course will cover these forms in greater detail and with greater depth in the same amount of time. Course work includes instruction in technique, outside readings, and performance observation. **Rotating Visiting Professor. 2**

Contemporary Dance II (DANC-232) This course, for students who come with dance training, offers students a heightened movement experience with an emphasis on technical development and aspects of performance. Exercises emphasizing placement, flexibility and strength are taught, with specific attention given to gravity, transition, phrasing and movement of the torso and limbs in opposition and harmony. Concert attendance, journal writing, video journals and research on contemporary choreographers' work would be examples of the outside-the-studio experience. **Mathern-Smith. 2**

Ballet II (DANC-242) A certain amount of review of the basic work precedes the study of a greater variety of steps. There is increased emphasis on epaulement, pirouettes, adagio and petiti and grand allegro in center work. The level of technique in the second semester expands to include longer, more controlled adagios, more variety of turns, effort to improve elevation and extension, and a development of port de bras in relationship to carriage and performance. Attendance at performances and a limited number of reaction papers are required. **Mennett. 2**

Cultural Studies in Dance History (DANC-274) This course will frame Western concert dance as a complex political activity made public through various agendas of race, creed, national origin, sexuality, and gender. Students will simultaneously be exposed to poststructuralist epistemology and feminist theory while they are meeting a survey of historical works. In this way, the course is less about coming to know a canon of "master-works" and more about learning how to interrogate dance in any culture from a western perspective. **Miller. 4**

Dance Improvisation and Composition (DANC-284) This course will explore the methods and elements of dance composition through improvisational exercises and compositional studies. Through the manipulation of space, time, and dynamics in spontaneous movement exercises compositional elements will be discovered and explored, and a developing understanding of choreography will emerge. Students will explore solo, duet, and group improvisations. In addition to learning and practicing the art of moving in the moment, students will be required to create, analyze and critique original compositional studies. A portion of this course will be devoted to learning and understanding the principles of Contact Improvisation as a tool for comprehending the forces of the body in motion and further broadening choreographic possibilities. (Offered fall semesters only) **Mathern-Smith. 4**

Intermediate Topics in Dance (DANC-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Women and the Arts (DANC-302) As with most course titles, this label - "Women and the Arts" - implies something ambiguous, enormous, and unmanageable. Will there be an attempt to cover all of the arts forms from some not-so-well defined "female" perspective/ Do we mean "art about women?" Do we mean "art that centers women in its presentation?" Do we mean "art created by women?" Do we mean "art created by feminists regardless of the gender of the artist?" Do we mean "artists who share a female philosophy of some sort?" Do we mean "art that addresses women's issues?" Each semester offers us an opportunity to delimit the course based on an exposed set of agreements and opportunities. The goals for the class include first hearing the voices of the artists themselves and those who write about them, and second creating community within the experiences of the class participants through the creation and presentation of our own work. (Not offered regularly) **Miller. 4**

Dance and Ethnicity (DANC-322) This course investigates the historical aesthetic practices of a human society outside of the West along its religious, political, economic and ecological foundations and accomplishments. The course will include emergence of other dance forms from the neighboring regions, focusing on their emergence as an expression of devotion, ethnicity and a means for intercultural communications. (Not offered regularly) **Rotating Professor of World Dance. 4**

Contemporary Dance III (DANC-332) Contemporary III is designed for students with significant experience in modern dance training. This course provides the student with the rigorous training required for performance and requires an attitude that anticipates professionalism. Students will be challenged to integrate both technical and qualitative skills while continuing to develop strength, flexibility, endurance, and a sensitivity to gravity, momentum and phrasing. Advanced classes meet for two hours three times a week. No outside work is required. **Mathern-Smith. 2**

Ballet III (DANC-342) Like Contemporary III, this course is designed for the most advanced dancers in the department and requires an attitude of dedication that anticipates professionalism. The level of the class in general determines the material presented. Advanced classes meet for two hours three times a week. The opportunity to work on pointe at the student's individual level is available. No outside work is required. **Mennett. 2**

Junior Research and Methodology Seminar (DANC-352) This course will explore basic research and methods skills in critical dance writing. It is required of all junior majors and all minors who intend to engage in written/theoretical research projects. **Miller. 2**

Directed Study (DANC-361) Individual pursuits in (1) composition/improvisation/choreography, (2) history/cultural studies/criticism, (3) experiential anatomy/kinesiology/systems of movement re-education, or (4) movement analysis/reconstruction, under the supervision of a faculty member. Only those students who have had the initial coursework in that pursuit may apply. **Staff. 1-4**

Directed Study (DANC-362) Individual pursuits in (1) composition/improvisation/choreography, (2) history/cultural studies/criticism, (3) experiential anatomy/kinesiology/systems of movement re-education, or (4) movement analysis/reconstruction, under the supervision of a faculty member. Only those students who have had the initial coursework in that pursuit may apply. **Staff. 1-4**

Independent Study (DANC-363) Staff. 1-4

Independent Study (DANC-364) Staff. 1-4

Experiential Anatomy/Kinesiology (DANC-374) Through various approaches to learning (memorizing factual information, sharing personal body-centered stories, drawing evocative and descriptive images, and moving through guided developmental movement explorations), students will be introduced to anatomy and kinesiology in their own bodies. The course materials approach the body primarily through skeletal, muscular, and neurological systems, but also through consideration of other systems (e.g., digestive, respiratory), and attitudes about sexuality and emotions, body image and concepts - each from the anatomical and kinesiological perspective. All students are required to keep weekly journals and create a series of personal bodywork sessions for themelves to illustrate their command of anatomical and kinesiological terminology and reasoning. (Offered fall semesters only) **Mennett, Miller. 4**

Movement Analysis (DANC-384) Through two specific systems of movement analysis (Labanotation and Laban Movement Analysis), the student will be exposed to both quantitative and qualitative methods for close textual analysis of movement. The course will consider elements of support and gesture, direction, level, timing, part of the body moving, as well as effort dynamics, relationship to the environment, and kinespheric crystallizations, and neurological ways of initiating and organizing the movement in the body. These methods of analysis are then applied to concrete movement situations selected and designed by the students ranging from sports situations to therapeutic situations to historical dances for reconstruction and performance. (Offered spring semesters only) **Mennett, Miller. 4**

Special Topics in Dance (DANC-394) From time to time, according to the expertise of the faculty and the interest of the students, special courses that can address intensive study will be arranged and offered. This course can be taken more than once for credit. Courses recently offered are Contact Improvisation, Music for Dance and Creative Collaboration in the Arts. **Staff. 2-4**

Advanced Topics in Dance (DANC-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Performance Workshop (DANC-410) The technical aspects of producing a concert are applied through practical experience. Performance space preparation (the hanging of lights, laying of the floor, and the building of audience space) and the designing of lighting, costumes, and publicity are taught by means of application. Students are awarded credit based on the number of hours of involvement. (Available every semester) **Staff. 1-2**

Repertory: World Dance (DANC-420) New and reconstructed works choreographed by faculty and guest artists are learned by students and rehearsed for public performance. Credit is awarded at a rate of 1 per dance. Differences in course number refer to genres of performance work. By audition only. (Auditions held during the first two weeks of each semester or immediately preceding a short residency by a guest artist) (Available every semester) **Rotating Visiting Professor of World Dance. 1-2**

Repertory: Contemporary (DANC-430) New and reconstructed works choreographed by faculty and guest artists are learned by students and rehearsed for public performance. Credit is awarded at a rate of 1 per dance. Differences in course number refer to genres of performance work. By audition only. (Auditions held during the first two weeks of each semester or immediately preceding a short residency by a guest artist) (Available every semester) **Mathern-Smith, Miller. 1-2**

Repertory: Ballet (DANC-440) New and reconstructed works choreographed by faculty and guest artists are learned by students and rehearsed for public performance. Credit is awarded at a rate of 1 per dance. Differences in course number refer to genres of performance work. By audition only. (Auditions held during the first two weeks of each semester or immediately preceding a short residency by a guest artist) (Available every semester) **Mennett. 1-2**

Senior Research (DANC-451) This course consists of an integration of theoretical and technical course work through the intensive examination of Western dance philosophy as the foundation for the student's own dance experience. It represents a culminating experience in areas identified by each individual student. During the course of the semester's work, each student will prepare a significant research document, the undertaking of several works for concert production, the reconstruction of a significant historical work, or the like. The resultant document/performance will be presented publicly for an identified audience in partial fulfillment of the degree requirements. Course offered fall semester only. Work continues into the spring semester with or without additional credit hours. **Mathern-Smith, Mennett, Miller. 4**

Senior Research (DANC-452) This course consists of an integration of theoretical and technical course work through the intensive examination of Western dance philosophy as the foundation for the student's own dance experience. It represents a culminating experience in areas identified by each individual student. During the course of the semester's work, each student will prepare a significant research document, the undertaking of several works for concert production, the reconstruction of a significant historical work, or the like. The resultant document/performance will be presented publicly for an identified audience in partial fulfillment of the degree requirements. Course offered fall semester only. Work continues into the spring semester with or without additional credit hours. **Mathern-Smith, Mennett, Miller. 4**

Honors Project (DANC-461) Individual work for honors. **Staff. 4**

Honors Project (DANC-462) Individual work for honors. **Staff. 4**

Seminar in Choreography (DANC-484) This seminar focuses on the creation and production of an original choreographic work to be presented and produced by the Department of Dance in late April. Students will also be responsible for all aspects of production of their work; lighting, costuming, music/sound, and set designs. While students may not fully design each of these aspects, they will be expected to understand how each impacts their work and to make decisions about each in support of their creative ideas. Students will be working within a specified budget provided by the department. While the major focus and goal of this seminar is the successful creation and production of a choreographic piece, many areas of composition and choreography will be covered. The first half of this seminar will incorporate reading from various texts to helping to reveal processes and methodologies. The second half will focus on completing the choreography and producing the concert. Students are required to attend all regular class meetings, participate in discussion, act as peer evaluators and share the progress of their work in research and rehearsal with the class. **Mathern-Smith. 4**

East Asian Studies

Faculty

Professor Barry Keenan, Director

John Cort, Todd Frolking, Alexandra Green, Carol Harvey, Ching-chu Hu, Barry Keenan, Laurel Kennedy, Xinda Lian, Songhua Lin, Lisa Morrisette, James Pletcher, Michael Tangeman

Departmental Guidelines and Goals

To graduate with a degree in East Asian Studies requires a balance of courses in Chinese or Japanese language study with courses, selected from a variety of departments, focusing on the East Asian region (normally defined as China, Japan, Korea, and Vietnam). Study in China or Japan for a semester or a year on an approved program is encouraged. Every senior major will research a topic chosen by the student in consultation with professors from two disciplines.

A Minor in East Asian Studies

The twenty-eight credits to fulfill the East Asian Studies minor include: two semesters of intermediate Chinese or Japanese, the two core courses, and three additional courses chosen from category III (see below). Only one independent study course, and one comparative course will count towards the minor.

A Major In East Asian Studies

(These requirements apply to the class of 2008 and after.)

Majors will choose courses in close consultation with a faculty advisor. Senior year the major will apply the methodologies of two disciplines to a research topic normally focusing on China, Japan, or their interaction. The major requires: (1) two semesters of intermediate Chinese or Japanese, (2) two core survey courses, one from II. A . and one from II. B., (3) five area studies courses with a maximum of two from III. B and C combined, and (4) a senior research project, that together will equal a total of forty credit hours. Advisors can help the student select which courses in approved study-abroad programs will meet the requirements below.

I. Language requirement: two semesters of intermediate Chinese or Japanese course work, or the equivalent. Majors are encouraged to begin their language work at Denison during their first year, if possible.

II. Two Core Courses surveying both: (A) Traditional, and (B) Modern East Asian Civilization
  A. East (History) 232: Traditional East Asian Civilization (normally given in the spring)
    East (Religion) 216: Religions of China and Japan (given every other year)
    East (Chinese) 206: Dream and Fantasy in East Asian Literature (normally given in the fall)
    East (Art) 291: Art of Japan or East (Art) 292: Art of China meets the pre-modern requirement, as long as the other is also taken as an area studies course in III below.
  B. East (History) 233: Modern East Asian Civilization (normally given in the fall)
    East (Japanese) 235: Introduction to Modern Chinese and Japanese Literature (normally given in the spring)

III. Five East Asian area studies courses, selected from the following:
  A. East (Art) 157 History of Asian Art Survey
    East (Art) 262 Tea/Aesthetic Japan
    East (Art) 291 Art of Japan
    East (Art) 292 Art of China
    East (Art) 408 East Asian Art and Ideas
    East (Chinese) 205 Classical Chinese Literature in Translation
    East (Chinese) 206 Dream and Fantasy in East Asian Literature
    East (Chinese) 305 Philosophical Taoism and Chinese Literature
    East (Chinese) 340 Chinese Cinema in English
    East (History) 232 Traditional East Asian Civilization
    East (Japanese) 173 Modern Japan in Film and Literature
    East (Japanese) 235 Introduction to Modern Chinese and Japanese Literature
    East (Japanese) 309 Japan's Modern Canon
    East (History) 326 The Confucian Classics
    East (History) 380 East Asia Since WWII
    East (Religion) 216 Religions of China and Japan
  B. Independent and Directed Study (maximum of two from B and C combined):
    Examples:
    East 321 Advanced Chinese (normally given in the fall)
    Chinese 361-362 Readings in Chinese Texts
    Japanese 361-362 Readings in Japanese Texts
    Econ 361-362 East Asian Economies (Lin)
    Geography 364 Geography of China (Frolking)
    East 361-362 Directed Study in East Asian Studies
    East 363-364 Independent Study in East Asian Studies
  C. Comparative Courses (Maximum of two from B and C combined):
    East Asia in comparison with another region of the world
    East (Art) 157 History of Asian Art Survey
    East (Communication) 400 International Communication
    Economics 412 Economic Development in the Third World
    Economics 323 International Trade
    International Studies 200 Human Rights and Asian Values
    East (Politics) 308 Politics of the Third World
    East (Politics) 355 International Political Economy
    East 234 (Religion 233) Buddhism

IV. Senior Research Project

East Asian Studies 450: Senior Project in East Asian Studies. Selecting two disciplines, the student chooses a topic in East Asian Studies and utilizes the skills of both disciplines to analyze that topic in a major research paper, directed by faculty members in those disciplines. This research project culminates the major, and can be proposed for either semester of senior year. The student signing up must get signatures from the two advisors in the course registration period preceding the semester when the project will be written.

Additional Points of Interest

Study Abroad Denison-approved programs of study in the People's Republic of China are available in Nanjing and Beijing for semester or year-long periods through the Council on International Educational Exchange (CIEE), as well as through the Institute for the International Education of Students (IES). Applications can be considered for either semester, or for a year. In Hong Kong, the International Asian Studies Program at the Chinese University of Hong Kong is approved, and is normally two semesters in length. In Japan, the Waseda program is approved for a full year, and the Institute of Asian Studies programs at Nagoya or Tokyo for Spring semester or for the full year, and Nagoya for the fall semester are also approved.

Summer Research Rising seniors and below may apply for research grants for the summer of 2006. Students from any major may apply, but the research must exclusively be on the East Asian region. A faculty member from any discipline must agree to guide the research.The research must culminate in a writing or artistic project and a presentation to other summer scholars. Student scholars will live on Denison's campus. Student stipend is $3,000. Dormitory housing is provided. Meals are excluded. Applications: Submit in hard copy by January 31st for the coming summer to Dr. Xinda Lian in Modern Languages. See website for what proposals should include.

Summer Internships Rising seniors and below may apply for grants up to $4,200 to cover stipends, travel, and living expenses for internships in the summer of 2006. Students from any major may apply, but the internship must be dedicated to work exclusively on East Asia. Internships with organizations in China or Japan as well as with domestic American organizations are acceptable. Internships must be initiated by student letters to the desired organization. There will be five internships awarded for each summer. Applications must be submitted to Maureen Feeney in the Career Services Office by January 31 for the coming summer. See website for what an application should include, and a model letter to an organization for requesting an internship.

Course Offerings

First Year Topical Seminars (EAST-102) Topical seminars offered on a variety of subjects by faculty from all divisions of the college. Examples of recent seminars are: "The Mandate of Heaven in Classical China" and; " Modern Japanese Literature: A Response to Western Influences?". Course normally listed as a section under FYS 102. **Staff. 4**

History of Asian Art Survey (EAST-157) Survey of the arts of India, China, Japan and Southeast Asia emphasizing works in their historical, religious and social context. Course normally listed as ARTH 157 **Staff. 4**

Chinese Literature In Translation (EAST-205) A survey of Chinese literature from antiquity to the 13th century, providing acquaintance with, and enjoyment of masterworks of various genres that have exerted great influence on the life and thought of Chinese people throughout the ages. Course normally listed as CHIN 205. **Lian. 4**

Dream and Fantasy in East Asian Literature (EAST-206) Through close analysis of some of the most important recurrent themes, this course will examine how the Chinese and Japanese literary traditions reinvent and revitalize themselves in their development. Students will also study the distinctive features of the major genres in the two traditions. **Lian. 4**

Religions of China and Japan (EAST-216) How are Chinese and Japanese experiences of religion different from those in the West? Are the Confucian, Daoist, and Shinto traditions religions or philosophies? What did Confucius mean when he said, "A superior man is devoted to the fundamentals. When the fundamentals are firmly established, the moral law will grow"? What did Lao Zi mean when he said, "The Way that can be spoken of is not the eternal Way"? What is Zen? What is the sound of one hand clapping? What role does religion play in Japanese life? **Cort. 4**

Traditional East Asian Civilization (EAST-232) The civilizations of China and Japan from classical times to the nineteenth century. Topics treated: the unique staying power of the 2000-year tradition of the Chinese dynastic state; the distinctive religious and scientific traditions that flourished under the scholar-official bureaucracy of imperial China; the Japanese samurai ideal, Japan's centralized feudalism, and lasting Japanese cultural monuments. (Normally offered in the spring) Course normally listed as HIST 232. **Keenan. 4**

Modern East Asia (EAST-233) Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism and modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia. (Normally offered in the fall) Course normally listed as HIST 233. **Keenan. 4**

Buddhism (EAST-234) A historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America. Course normally listed as Religion 233. **Cort. 4**

Introduction to Modern Chinese and Japanese Literature (EAST-235) This course places representative works by important Chinese and Japanese authors in appropriate literary and historical contexts. All works are read in English. Course is normally given in the spring and is listed as JAPN 235. **Tangeman. 4**

Japanese Wood Block Prints and the Floating World (EAST-262) This course explores the development of a Japanese style of art known as Ukiyo-e, a school of art which flourished during the Edo period 1600-1868, and its most ubiquitous medium of production the woodblock print. The subject matter of the prints is tied to the development of Kabuki theatre and the pleasure districts; therefore our exploration of the subject will also include an examination of the rise of popular entertainment. The reproducible nature of the print medium and the popular subject matter place this art within a debate of the rise of popular culture and art in Japan. **Morrisette. 4**

Narratives in Asian Art (EAST-263) This course explores visual modes employed in the expression of time and space in the construction of narratives in Asian Art. A variety of pictorial formats including: Wall Painting, Hand-Scrolls, Film, and anime; from southeast Asia, China, and Japan will be examined as case studies to explore and analyze narrative structure. **Morrisette. 4**

Special Topics in East Asian Art History (EAST-264) Staff. 4

Art of Japan (EAST-291) A survey of Japanese architecture, sculpture, painting, and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context. Course normally listed as ARTH 291. **Morrisette. 4**

Art of China (EAST-292) A survey of Chinese architecture, sculpture, painting and the arts from prehistoric times to the 20th century, with an emphasis on the works in their religious and cultural context. **Morrisette. 4**

Philosophical Taoism in Chinese Literature (EAST-305) This course examines a special group of Chinese texts that will not only enlighten, but also delight modern readers: ancient Taoist text written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required. (Normally offered in the spring) Course is normally listed as CHIN 305. **Lian. 4**

Politics of the Third World (EAST-308) This course explores the politics of developing countries of Asia, Africa, and Latin America in their historical socioeconomic contexts. The goals of the course include familiarizing students with the details of politics in selected countries and understanding important concepts of political science by applying them to the case study countries. Emphasis will be placed on using concepts and theories to analyze and critique arguments. No prior knowledge of the developing world is required. However, students will be expected to identify and analyze issues germane to the developing world, read and critique systematically, form and defend arguments and opinions, conduct independent library research, pose researchable questions, and discuss readings and research findings in class. Course normally listed as POSC 308. **Pletcher. 4**

Advanced Chinese (EAST-321) Fifth-semester Chinese offered by remote collaboration from Kenyon College. (Normally offered in the fall) Course normally listed as CHIN 321. **Bai. 4**

The Confucian Classics (EAST-326) An examination of the basic texts of the East Asian cultural tradition that define human nature, and what it is to be moral. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean, and Japanese peoples. Tutorial discussion of personal journals, and class discussions centered on personal reflections to the texts place individualized learning at the heart of this seminar. (Normally offered in the fall) Course normally listed as HIST 326. **Keenan. 4**

Confucian and Communist China (EAST-327) The major reforms in socialist China after 1976 raised issues of recurrent importance in China's twentieth century history. This course systematically compares the reforms that redefined Confucian institutions after 1895 with the post-Mao reforms of communist China. Common themes emerge: the repression of the radical 1898 reforms and the repression of the 1989 Tiananmen democracy movement; the challenge of the decentralization of state-run economics; inventing unprecedented legal and judicial protections for private enterprise; and cultural iconoclasm towards Chinese tradition. Could modernization in Confucian or communist China propel the economy forward without inducing politically revolutionary results? Could the intellectual elite relate to established political power without selling out their objectivity or inducing repression? Course normally listed as HIST 327. **Keenan. 4**

East Asia Since World War II (EAST-328) This course is a systematic political history of East Asia from 1940 to the present. China, Japan, Korea, and Vietnam are covered in detail with comparative study of selected aspects of Indonesian and Philippino history. Themes include: The Division of the Korean Peninsula and the Political Identity of the North; Japan's Pacific War and the Succeeding American Occupation of Japan; Vietnam at War, 1945-1975; The Chinese Civil War of 1945, and the Reforms Instituting Market Socialism in China from 1975 to 1995. **Keenan. 4**

Chinese Cinema in English: A Cultural and Literary Study (EAST-340) With the aid of modern critical theories, students will study the most representative works of Chinese cinema since the mid-1980s. By analyzing the origins, themes and styles of the films, students can hope to have a better understanding of the main cultural and literary trends in contemporary China and of modern Chinese society in general. This course will be conducted in English. Course normally listed as CHIN 340. **Lian. 4**

International Political Economy (EAST-355) The purpose of this course is to explore different theoretical approaches to international politics and economics. The course will focus on U.S. foreign policy in the post-war international system, issues of trade and finance, and the impact these have had upon the problems of developing societies. Students are expected to bring to the course some prior knowledge of basic concepts of economics. Emphasis is placed upon analytic reasoning and persuasive argumentation. Course is normally listed as POSC 355. **Pletcher. 4**

Directed Study (EAST-361) Staff. 1-4

Directed Study (EAST-362) Staff. 1-4

Independent Study (EAST-363) Staff. 1-4

Independent Study (EAST-364) Staff. 1-4

Art History Seminar: Problems in Art History (EAST-408) Specialized topics in art history. Topics announced as class is offered. Prerequisite: Permission of instructor. Course normally listed as ARTH 408. **Staff. 4**

International Communication: Politics and Policy (EAST-409) This seminar examines the nature of information flows between nations, the issues raised by such communication, and the institutions involved and patterns evident in the resolution of policy differences. The course surveys the transfers of news and entertainment programming as well as financial, trade and other data across borders, and suggests a range of issues raised, such as the uses of information in foreign policy, the extension of cultural imperialism, corporate invasion of privacy, and incursions upon sovereignty and national security. In examining the resolution of such issues, the course analyzes how nations' power is distributed and utilized in international fora. Course normally listed under Communication 409. **Staff. 4**

Senior Research Project: East Asian Studies (EAST-450) Senior Project in East Asian Studies. Selecting two disciplines, the student chooses a topic in East Asian Studies and utilizes the skills of both disciplines to analyze that topic in a major research paper, directed by faculty members in those disciplines. This research project culminating the major is completed in either semester of the senior year. **Staff. 4**

Senior Research (EAST-451) Staff. 4

Senior Research (EAST-452) Staff. 4

Honors Project (EAST-461) Staff. 4

Honors Project (EAST-462) Staff. 4

Economics

Faculty

Associate Professor Theodore A. Burczak, Chair

Professors Robin L. Bartlett, Sohrab Behdad, Timothy I. Miller; Associate Professors David Boyd, Laura Boyd, Theodore A. Burczak, Ross M. LaRoe, Andrea Ziegert; Assistant Professors Quentin Duroy, Songhua Lin; Instructor/Assistant Professor Lariece Grant Brown; Visiting Instructors/Assistant Professors Firat Demir, Fadhel Kaboub; Visitng Instructor Patrick McGonagle; Academic Secretary Judy Thompson

Departmental Guidelines and Goals

The purpose of the Economics major is to develop students' ability to think like economists. Courses introduce students to a core body of economic knowledge and to research skills. The core body of knowledge is divided into six broad categories: economic theory, econometrics, economic institutions and history, economic literature, economic applications and policy issues, and empirical economics. In addition to exposing students to this core, the structure and content of our courses enable students to develop particular skills that will help them use this knowledge to think analytically and creatively about the complex economic issues facing our global economy.

The content of our curriculum is tiered. In introductory courses students learn the basic principles of economics. In intermediate courses students develop their understanding of microeconomic, macroeconomic, and econometric theory. The advanced courses give students an opportunity to study in depth a particular field of economics through application of the requisite basic skills, and appropriate theoretical models and empirical methods. These courses primarily focus on national and international concerns, public policies, and controversies in economic theory and policy.

Graduates of the Department of Economics seeking immediate employment have been successful in securing interesting and challenging positions in business, government, and non-profit enterprises. The economics curriculum also provides students with the opportunity to prepare themselves for graduate or professional studies in economics, business, public administration, international affairs, law and others.

Economics Major

All economics majors must complete a minimum of nine four-credit economics courses. The major must satisfy the following requirements:

Core Requirements Introductory Macroeconomics (101, 4 credits) Introductory Microeconomics (102, 4 credits) Intermediate Macroeconomics (301, 4 credits) Intermediate Microeconomics (302, 4 credits) Introductory Econometrics (307, 4 credits)

Students wanting to major in economics must have completed the above courses by the end of their junior year.

Advanced Course Requirements: In addition to the above, all students must take at least four additional courses, only one of which can be a 200-level course.

Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Mathematics 123, 124, 222, 231, 341 and one course from the list 342, 351, 356; Economics 101, 102, 301, 302, 307 and 419 or 429.

Economics Minor

The Economics minor is meant to provide a basic grounding in economics for students majoring in other fields. It is hoped that students will make a conscious effort to relate the minor to their major field. Minors must take the following courses: 101, 102, 301, 302, 401 or 402 and two additional courses from the 201-441 sequence, only one of which can be a 200-level course.

Additional Points of Interest

Philosophy, Politics and Economics The Economics Department participates in the interdepartmental major in Philosophy, Politics and Economics.

Economics/International Studies Major Students majoring in economics may choose to participate in International Studies. Economics majors wishing to participate in the major are expected to fulfill the requirements for the economics major and those of the international studies major.

With the approval of their faculty adviser, students may use one seminar (Economics 440) with an international orientation in place of one of the required courses.

Course Offerings

Introductory Macroeconomics (ECON-101) An introduction to the study of the aggregate national economy. Develops the basic theories of macroeconomics and applies them to topics of current interest. Explores issues such as: the causes of inflation, unemployment, recessions and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; and the workings of exchange rates and international trade. (Note: Economics 101 may be taken before or after Economics 102) **Staff. 4**

Introductory Microeconomics (ECON-102) An introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy and the role of government in a market economy. (Note: Economics 102 may be taken before or after Economics 101) **Staff. 4**

Accounting Survey (ECON-149) A survey designed specifically for liberal arts students interested in Business, Economics, Law and Government. The meanings, purpose and function of accounting in business are presented through studying the concepts and theories of accounting. Basic accounting procedures covered in this course include journalizing transactions, posting, trial balances, adjusting entries and preparation of financial statements. Other topics include internal control, inventory methods, depreciation and generally accepted accounting principles. The course focuses on the sole proprietorship, partnership and corporate forms of business organization. Course credit may not be counted toward a major in Economics. **McGonagle. 4**

Introductory Topics in Economics (ECON-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Economic Justice (ECON-201) Various theories of economic justice will be examined to ask questions like: What are fair distributions of income and wealth? Do ethical norms lie behind the policy advice of various economists? If so, what are they? Is there a trade-off between equality and efficiency? What kinds of policies promote equality of opportunity? The course will examine economists and philosophers who have offered libertarian, utilitarian, and social democratic approaches to these questions. Prerequisite: 101 and 102. **Burczak. 4**

General Topics in Intermediate Economics (ECON-240) Open to intermediate students. These courses will be offered in a variety of applied economic fields. Prerequisite: 101 and 102. **Staff. 4**

Intermediate Topics in Economics (ECON-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Intermediate Macroeconomic Analysis (ECON-301) An examination of the determinants of Gross Domestic Product, the unemployment rate and the price level. The components of aggregate spending consumption, investment, foreign trade and government will be examined to determine their significance for explaining the business cycle. Similarly the financial side of the economy and the role of money will be examined to determine their impact on the business cycle. The purpose of each examination is to understand the factors that move the economy and how fiscal and monetary policy can be used to alter the course of economic trends. The lab that accompanies this course comprises computer exercises and simulations. The computer exercises give students the opportunity to examine trends in economic data, run experiments and to discover association between variables. The three simulations of the Council of Economic Advisers give students the opportunity to use the theory they are learning in class and in the lab to judge the appropriateness of fiscal and monetary policy. Prerequisite: 101 and 102. **Bartlett, Burczak, Duroy, Lin, Miller. 4**

Intermediate Microeconomic Analysis (ECON-302) An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium and welfare economics. Prerequisite: 101 and 102. **Behdad, D. Boyd, L.Boyd, Brown, Duroy, LaRoe, Ziegert. 4**

Introductory Econometrics (ECON-307) An essential activity in any science is the systematic testing of theory against fact. Economics is no exception. This course develops and uses the statistical techniques that are essential for the analysis of economic problems. These techniques allow for testing of hypothesis, estimating magnitudes and prediction. Prerequisites: 301 and 302. **L. Boyd, Brown, Miller, Lin. 4**

Directed Study (ECON-361) Staff. 1-4

Directed Study (ECON-362) Staff. 1-4

Independent Study (ECON-363) Staff. 1-4

Independent Study (ECON-364) Staff. 1-4

Advanced Topics in Economics (ECON-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

History of Economic Thought I (ECON-401) A critical inquiry into the methodological and ideological foundations of modern economics through the study of development of economic thought from the 16th century to the "Keynesian Revolution." It is an attempt to understand economic theorizing in response to the existing social conditions, and to become familiar with the foundations of the main strands of contemporary economic thought. In a study of mercantilism, classical liberalism, socialism, and institutionalism, the development of the concepts of wealth, value, and distribution and the methodological and ideological vantage points of different schools of thought, and intellectual giants such as Smith, Ricardo, Malthus, Marx, Jevons, Marshall, and Veblen will be examined. Prerequisite: 301 or 302. **Behdad, Burczak, LaRoe. 4**

History of Economic Thought II (ECON-402) This course will focus on some of the important developments in modern economic thought after the "marginalist revolution" in the late 19th century. Topics may include the ideas of John Maynard Keynes and the evolution of contemporary macroeconomics, the socialist calculation debate and the possibility of centrally planned socialism, and contending perspectives about the role of government in the creation and protection of property rights and in the regulation of the macroeconomy. The course may also examine the ideas of economists who have criticized the marginalist orientation of economic theory and instead advocated a more social and institutionalist approach to understanding economic phenomena and behavior. Prerequisite: 301 or 302. **Behdad, Burczak, LaRoe. 4**

Evolution of the Western Economy (ECON-403) History and analysis of economic growth and development in the so-called advanced countries, primarily Western Europe and the United States. Discussion centers on selected major topics since the rise of market economies with emphasis on the interpretation of these developments in light of contemporary economic theory and modern quantitative evidence. Prerequisite: 301 or 302. (Offered irregularly) **LaRoe. 4**

Econometrics II (ECON-407) Econometrics II builds upon the foundation of Introductory Econometrics. Among its goals are: to expand each student's proficiency in estimating and interpreting economic models, to enhance each student's ability to do economic research, to increase each student's ability to read the research literature and to better prepare those students desiring to go to graduate school in economics. Prerequisite: 307. **L. Boyd, Brown, Lin, Miller. 4**

Monetary Theory (ECON-411) The role money plays in determining economic outcomes, such as the level of employment, the aggregate price level, and the rate of economic growth, is one of the more controversial issues in economics. To get a handle on these controversies, this course explores the institutional structure of the U.S. monetary system, including the Federal Reserve, the body charged with the conduct of U.S. monetary policy. Then, the course compares and contrasts different perspectives on the role money plays in economic activity. The goal is to combine knowledge of the institutional structure of the U.S. monetary system with an understanding of the various theoretical perspectives on monetary theory in order to gain some insight into the difficult issues facing the conduct of successful monetary policy. This course builds towards simulated Federal Reserve Open Market Committee Meetings, in which students will form their own opinions about the influence monetary policy has on the rates of inflation, unemployment, economic growth and the distribution of income. Prerequisite: 301. **Bartlett, Burzak. 4**

Economic Development in the Third World (ECON-412) The current context of globalization and regionalization is characterized by various patterns of development; most developing countries have been increasingly engaged in the liberalization of their economies; however, some of these countries have been experiencing fast economic growth, while other developing countries have been stagnating economically. This course is designed to survey and explain the economic successes and failures of developing countries over the past couple of decades in light of contemporary economic theory and through the use of case studies of specific developing regions. Prerequisites: 301 and 302 or consent of instructor. **Behdad, Duroy. 4**

International Finance (ECON-413) This course is a study of monetary interdependence among nations. The following topics will be explored: foreign exchange markets, international currency systems, national income determination in an open economy, balance of payments accounts and policies for their adjustments, exchange rate adjustments, exchange control, monetary problems of developed and underdeveloped countries, international capital flows. Prerequisite: 301. **Behdad, Lin. 4**

Comparative Economics Systems (ECON-414) A study of alternate economic systems. A theoretical and operational study of economic systems as they exist in reality. Prerequisite: 301. (Offered irregularly) **Staff. 4**

Income Inequality (ECON-415) The substantive goal of this course is to facilitate an understanding of changes in the distribution of income in the United States, 1947 to the present. The course is subdivided into three parts, addressing the context, analysis, and policy environment, respectively. The first part of the course deals with the context of American income inequality and poverty. The primary focus is upon inequalities arising from the operation of the American labor market, but the ideological, demographic, macroeconomic and fiscal contexts are also identified and discussed. The second part of the course involves an analysis of poverty in the United States assigned to identify the principal causes of poverty among particular socioeconomic and demographic sub-populations. The third part of the course surveys the policy environment for poverty alleviation, including contemporary disputes about the nature and prospects of policy reform. Prerequisite: 301. **Ziegert. 4**

Women in the U.S. Economy (ECON-416) This course will focus on the market and nonmarket contributions of women to the U.S. economy. A historical framework provides the backdrop for examining the economic, political and social institutions that affect women's contributions to the nation's economic well-being. Prerequisite: 301. **Bartlett. 4**

Consumer Economics (ECON-418) Consumer economics focuses upon the application of economic theory to major issues faced by consumers in our modern economy. The course will combine economic theory, practical skills drawn from finance and Internet search strategies to empower students to make informed and rational decisions. The first half of the course will focus on buying and borrowing. The second half of the course will deal with investing and the risk versus expected reward tradeoff. The goal is not to learn what decisions to make, but rather to understand how economic theory can allow one to make better choices. Prerequisite: 301. **Miller. 4**

Mathematical Macroeconomic (ECON-419) This course is specifically designed to be a stepping stone to graduate school. It makes extensive use of mathematical notation and relies heavily upon calculus. About 40 percent of the course is devoted to applying calculus tools to topics previously covered in Intermediate Macroeconomics. Calculus and intensive mathematical modeling allow insights not available with the tools of intermediate theory. About 60 percent of the course is devoted to more advanced topics that are drawn from macroeconomics and investment theory. Prerequisites: 301 and 302 and MATH 121 or 123. **Miller. 4**

Public Finance (ECON-421) A study of the impact of governmental taxation and expenditures on the economy. The economic rationale for the existence of the public sector is examined and the development, passage, and implementation of the federal budget is investigated. Issues such as welfare reform, the growth of entitlement programs, the financing of health care and the theory and practice of taxation are studied. Prerequisite: 302. **LaRoe, Brown. 4**

Industrial Organization and the Public Control of Business (ECON-422) This course examines corporate decision making as a function of the competitive environment in which the firm operates. In addition to standard market structure theory, we examine a number of business practices including pricing and advertising policy, corporate strategic behavior, and horizontal and vertical mergers and acquisitions. The analysis is often mathematical, with a heavy emphasis on game theory. Prerequisites: 302 and MATH 121 or 123. **D. Boyd. 4**

International Trade (ECON-423) This course explores the pattern and problems of world trade. The main topics are: theories of international trade, tariffs and other barriers, international trade organizations, common markets and free trade areas. U.S. commercial policies, trade problems of developed and underdeveloped countries, east-west trade, international migration of labor. Prerequisite: 302. **Behdad, Lin. 4**

Labor Economics (ECON-424) This course develops the basic theories of labor supply and demand. Using these theories we examine the institutional forces that the government, unions, and corporate powers have on wages and hours worked. A specific focus of the course is spent analyzing competing theories that explain the wage differentials that exist in the U.S. labor markets. Prerequisite: 302. **L.Boyd, Brown. 4**

Racial and Ethnic Groups and the U.S. Economy (ECON-425) This course examines the roles that various racial and ethnic groups have played in the development of the U.S. economy. Historical forces in conjunction with economic and political institutions have created a unique position for each of these groups. An examination of the causes and consequences for the economy and particular groups of these interlocking forces will be examined. Prerequisite: 302. **Brown,Miller. 4**

Urban and Regional Economic Development (ECON-426) This course will introduce, develop and analyze the types of and importance of the linkage between the regional economics and their urban subsystems. The topics to be developed include the economic variables which may be used to explain differential rates of economic change in selected regions and the impact of such changes on the pattern of economic growth and the quality of life in urban or metropolitan areas. Prerequisite: 302. **Brown. 4**

Environmental Economics (ECON-427) This course provides an examination of various economic issues facing business and government regarding the use of natural resources and the management of environmental quality. Students will develop an understanding of both the economic nature of environmental problems and the economic tools necessary to explore and devise potential policy solutions for environmental problems. In addition, students will examine the institutional framework within which environmental problems exist in order to understand those factors which may mitigate against economic solutions. Prerequisite: 302. **Ziegert. 4**

Mathematical Microeconomics (ECON-429) This course explores the mathematical foundations of microeconomics. Constrained and unconstrained optimization are employed to generate the results of consumer theory, producer theory and market structure. The course is particularly well suited for those students contemplating graduate study in economics or business. Prerequisites: 301 and 302 and MATH 121 or 123. **D. Boyd. 4**

Topical Seminars in Economics (ECON-440) Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered in a variety of applied economic fields. Prerequisites: 301 and 302. **Staff. 4**

Political Economy of the Middle East (ECON-441) A study of the general features of the economic development experience of the Middle East. This course will note the elements of similarity and the extent of diversity among the economies of the region, and will examine the strategies of planning and patterns of economic development in these economies. We will study the structural transformation of these economies and the dynamics of their relations with the colonial and modern West. We will examine the interactive relation between economic policymaking and class formation, as well as the economics of internal and international migration. OPEC and the oil market, and the economics of war, occupation and sanction. In the past decades, many Middle Eastern countries have been confronted with an Islamic revivalist movement that seeks to transform the economic organization of society according to what has been proposed as "Islamic economics." In this course we will study the theoretical basis of various interpretations of Islamic economics and will examine their policy and planning proposals. Prerequisites: 301 and 302. **Behdad. 4**

Advanced Theory Seminars (ECON-445) Staff. 4

Senior Research (ECON-451) Staff. 4

Senior Research (ECON-452) Staff. 4

Honors Project (ECON-461) Staff. 4

Honors Project (ECON-462) Staff. 4

Education

Faculty

Associate Professor Lyn Robertson, Chair

Associate Professor Lyn Robertson, Associate Professor Karen Graves; Instructor Suzanne Baker; Visiting Instructor/Assistant Professor Jerrell Beckham; Academic Secretary Brenda Franks

Departmental Guidelines and Goals

The Department of Education emphasizes the relationship between schooling and society and the analysis of teaching and learning in interdisciplinary terms. The Educational Studies major is designed for students who wish to prepare for a career in education in elementary or secondary schools, or in the broader community. This curriculum introduces students to learning theory and the social foundations of education, and it allows for internships in the field. This curriculum fits well into one's broader liberal arts education, and provides time for one to complete a major in another field of study, for example, in the discipline one intends to teach. The Educational Studies major does not lead directly to licensure; however, faculty and staff in the Department of Education assist students in creating individually designed plans for obtaining licensure after graduation through a range of programs.

Educational Studies Major

The Educational Studies major consists of nine courses. Five of those courses comprise a core curriculum including PSYC 100, PSYC 200, EDUC 300, EDUC 390, and EDUC 421. The other four courses are determined by a student's area of interest.

a) Those studying elementary education will also take EDUC 213, EDUC 310, EDUC 312, and PSYC 210, 310, or 330. A parallel major in psychology or another field of study is recommended.

b) Those studying secondary education will also take EDUC 213, EDUC 250, EDUC 312. and PSYC 245, 310, or 330. A parallel major in the teaching field is required.

c) Those studying education in a community setting will also take EDUC 250, COMM 147, 223, or 306, SA 210, 212, or 214, and PSYC 210, 215, 230, 245, 310, or 330.

Recommended study or experiences include: Denison Internships, Organizational Studies Program, Philadelphia Program (with emphasis on teaching), Study Abroad (with emphasis on comparative educational studies), and Senior Research.

Educational Studies Minor

The Educational Studies minor requires 20 semester hours of course work: EDUC 390, 421; PSYCH 100; and two electives in Education.

Education Major

The Education major is not offered at present.

Institutional Report on Teacher Preparation as Mandated by Title II of the Higher Education Act for the Academic Year 2003-2004 for Denison University

Section I. Pass Rates

Table 1. Single-Assessment Institution-Level Pass-rate Data

Type of Assessment	**Assmt. Code Number**	**Number Taking Assessment**	**Number Passing Assessment**	**D.U. Pass Rate**	**Ohio Pass Rate**
Principles of Learning and Teaching 7-12	524	9			94%
Eng Lang Lit Comp Content Knowledge	041	3			91%
Mathematics Content Knowledge	061	3			92%
Social Studies Content Knowledge	081	1			92%
Chemistry Content Knowledge	241	1			80%
Biology Content Knowledge Part 1	231	1			94%
Biology Content Knowledge Part 2	232	1			85%

Table 2. Aggregate and Summary Institution-Level Pass-rate Data

Type of Assessment	**Number Taking Assessment**	**Number Passing Assessment**	**D.U. Pass Rate**	**Ohio Pass Rate**
Aggregate-Professional Knowledge	9			93%
Aggregate-Academic Content Areas	9			96%
Summary Totals and Pass Rates	9			93%

Table 3. 2000-2001 Follow-up

Type of Assessment	**Assmt. Code Number**	**Number Taking Assessment**	**Number Passing Assessment**	**D.U. Pass Rate**	**Ohio Pass Rate**
Principles of Learning and Teaching 7-12	524	12	12	100%	97%

Section II. Program Information

37 students enrolled in the teacher preparation program at Denison University during 2002-03.

17 students were in programs of supervised student teaching during 2002-03. *Five* part-time faculty members in professional education, not otherwise employed by the institution, were supervising faculty for student teachers. The student/faculty ratio regarding student teaching was *3.4:1*.

The average number of hours per week required during student teaching was *40*; the number of weeks required for student teaching was *12*. The total number of hours required for student teaching was *480*.

The teacher preparation program at Denison University is *approved by the Ohio Department of Education.*

Section III. Contextual Information

In the 2002-03 year one student in the Denison University teacher preparation program received a college-wide grant for summer research on topics in education, and another was awarded a Fulbright Scholarship for teaching in France. Department of Education faculty participated in seven international or national conferences, and co-sponsored a college-wide study of W.E.B. DuBois' scholarship on the occasion of the 100th anniversary of the publication of *The Souls of Black Folk*. The Department adopted a new Educational Studies major, forging a new model for teacher preparation.

All teacher education students are double majors. They major in the discipline they are preparing to teach, as well as in education. Field experience in area schools is integrated into the curriculum throughout the teacher education program. Students take a comprehensive examination including case analysis presentations, interviews, and a portfolio review.

Course Offerings

Introductory Topics in Education (EDUC-199) A general category used only for the evaluation of transfer credit. **Staff. 1-4**

The U.S. Education System (EDUC-213) Students will develop a thorough and systematic understanding of the development of education and schooling in the United States. Relationships between school and society will be analyzed from both historical and contemporary perspectives in a cross-disciplinary approach that relies on historical, philosophical, sociological and economic literature. Themes include the connection between liberty and literacy, centralized versus local control of schools, expansion of schooling, inequalities in schooling, and the differentiated curriculum. **Graves. 4**

The Learner and the Teacher (EDUC-250) This course examines the learning-teaching process from psychological perspectives. Theories of behavioral, cognitive and humanistic psychology are addressed. This course includes a three-hour commitment each week to an area school classroom. The student will complete a variety of activities that focus on the teacher, the learner and the learning-teaching process, using the school experience as a "laboratory" to gather primary sources of information. Prerequisite: Psychology 100. **Robertson. 4**

Intermediate Topics in Education (EDUC-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Philosophy of Education (EDUC-300) In this course, students approach the question of how people learn from a philosophical perspective. Class members read primary works of selected educational theorists including Plato, Isocrates, Rousseau, Wollstonscraft, Dewey, and Martin. Students develop a familiarity with the major educational issues of the past and engage current issues and problems in education. (Not offered 2005-2006) **Graves. 4**

Early and Middle Childhood: Teaching and Learning (EDUC-310) This course will explore the goals and aims of preschool and elementary education and examine prevailing curricular programs and materials in the preschool and elementary grades. Various patterns for organizing and staffing preschool and elementary schools will be studied with attention directed toward important considerations, methods, and techniques for teaching preschool and elementary age children. To supplement the campus classroom work, students will be assigned three hours a week of field experience working with a teacher in a preschool or an elementary school setting. Additionally, ten hours of tutorial instruction on the curriculum, resources, and methods of the student's special teaching field are required. (First semester) **Baker. 4**

Literacy and Learning: Theory and Practice (EDUC-312) The purpose of this course is to help teachers improve their students' performance in their subject fields by using reading and writing processes. Emphasis is on theories of reading and writing, approaches for solving problems related to these processes, and teaching students to read and write critically. The course includes a 30-hour commitment to a field experience in an area school classroom and is a prerequisite for the professional semester. **Robertson. 4**

Special Problems (EDUC-345) Independent study or seminar work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. **Staff. 4**

Special Problems (EDUC-346) Independent study or seminar work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. **Staff. 1-4**

Directed Study (EDUC-361) Staff. 1-4

Directed Study (EDUC-362) Staff. 1-4

Independent Study (EDUC-363) Staff. 1-4

Independent Study (EDUC-364) Staff. 1-4

Critical Pedagogy: Gender, Race and Class in U.S Education (EDUC-390) In its examination of current critical issues in U.S. education, the central concern throughout this course is the relationship between school and society. Particular attention is given to critical and feminist pedagogies. This course includes a two-hour commitment each week to social service agencies. **Graves, Robertson. 4**

Advanced Topics in Education (EDUC-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

General Methods of Teaching (EDUC-410) A study of procedures and activities employed in teaching, including planning, teaching strategies, use of technology, evaluating, and classroom management. Attention is given to the use of written discourse between teacher and students and among students to develop and extend students' understanding of the discipline; various student groupings (collaborative, cooperative learning, peer teaching); different learning styles (visual, auditory and tactile, for example); instructional activities designed to sharpen skills of critical analysis; and using a variety of assessments (performance assessment, portfolios, authentic assessments and tests) to monitor learning and make instructional decisions. Prerequisite: Enrollment in the Teacher Education Program. **Baker. 2**

Special Methods of Teaching (EDUC-411) Students learn about the objectives, materials, resources and special methodologies appropriate to their specific teaching fields. Attention is given to strategies which promote students' articulation of ideas and problem solving; the use of research, resources and technology in teaching and learning; planning activities for a culturally diverse classroom, including consideration of students with limited English proficiency or special needs; and the integration of subject material to life in the "real world". Prerequisite: Enrollment in the Teacher Education Program. **Staff. 2**

Student Teaching (EDUC-415) Eligibility is contingent upon approval of the Committee on Teacher Education and acceptance by the school to which assigned. A full-time commitment to the school will be expected, during which the student will teach at least four classes and perform other duties normally associated with the teaching profession. Prerequisites: Psyc 100, Educ 213, 250, 310 (for multi-age license only), 312, 390 and 410. Prerequisite: Enrollment in the Teacher Education Program. (Second semester) **Staff. 12**

Student Teaching Seminar (EDUC-420) Students engaged in student teaching reflect critically and analyze their experience and the relationship between school and society. Prerequisite: Enrollment in the Teacher Education Program. **Robertson, Graves. 1**

Senior Seminar (EDUC-421) Students will develop knowledge and understanding of a selected topic in education, develop the skills required in the process of doing research and preparing work for presentation or publication and reflect upon study in the major. Prerequisites: Senior standing in Educational Studies or Consent of Instructor. (Second semester) **Graves, Robertson. 4**

Senior Research (EDUC-451) Staff. 4

Senior Research (EDUC-452) Staff. 4

Honors Project (EDUC-461) Staff. 4

Honors Project (EDUC-462) Staff. 4

English

Faculty

Associate Professor Sandra Runzo, Chair

Professors David Anderson, David Baker, Kirk Combe, Desmond Hamlet; Associate Professors James P. Davis, Richard A. Hood, Linda Krumholz, Lisa J. McDonnell, Priscilla Paton, Fred Porcheddu, Dennis Read, Sandra Runzo, Ann Townsend, Marlene Tromp; Assistant Professors Brenda M. Boyle, Sylvia Brown, J. Benjamin Doyle, Cindy Johanek, Anita Mannur, Amy Scott-Douglass, Julie Sievers, Margot Singer; Academic Secretary Anneliese Davis

Departmental Guidelines and Goals

The English curriculum is intended to serve the general needs of the liberal arts student and at the same time provide coherent programs for the more specialized needs of students who wish to major in literature or in writing. Students who major in English do so at a time when the discipline itself is undergoing an unusually intensive period of self-examination and change. The breadth of these changes in the purposes, methods, and critical theories that underlie and shape what we do as instructors of English attests that the study of language and literature is a dynamic, living, and lively pursuit, one that integrates political, social, philosophic, cultural, and aesthetic values. As a department participating in this evolution, we have designed a program that enables students to pursue a variety of personal and professional goals, one that seeks to balance a variety of needs: for experiences shared by all students majoring in English as well as opportunities for students to pursue individual interests; for historical breadth as well as depth of inquiry; for a variety of classroom experiences, including comprehensive historical surveys, specialized seminars (focusing on particular authors, genres, themes, critical approaches, or historical moments), and individual writing projects, whether scholarly or creative. The faculty in English participate actively in the General Education program, the Women's Studies program, the Black Studies program, service learning opportunities, the Queer Studies concentration, and International Studies.

All students may enjoy readings and lectures made possible by the endowed Harriet Ewens Beck Fund, which has brought such writers as Eudora Welty, Ernest Gaines, Alice Walker, Galway Kinnell, Tom Stoppard, Louise Erdrich, Carolyn Forche, and Mark Strand for visits or short residencies each year. The curriculum in English is also enhanced by a variety of opportunities for students to pursue publishing their works locally in a variety of student-edited journals. *Articulate* (a forum for cultural and literary criticism), *Exile* (a journal of creative writing), *Judy* (a feminist journal), and *MOYO* (a magazine of commentary) are among the publications associated with students in English.

English Major

Students who major in English must choose an adviser in the English Department to assist them with selecting and sequencing classes to meet their academic and professional goals. All students who major in English must complete a minimum of nine classes in the department, excluding FYS-101. Four of these classes are specifically required: a shared core of historical surveys (English 213, 214, and 230) and a senior seminar (English 400), which is offered each semester on a variety of topics. Students who concentrate in creative writing may find additional requirements listed below. For students not electing to pursue a concentration in creative writing, four seminars at the 300-level are required, one of which must focus on literature before 1900. All students are strongly urged to begin their major coursework with the required historical surveys, which provide useful historical context for subsequent, more focused study in the seminars. But, because specific 300-level seminars probably are not offered every semester, students are encouraged to take seminars, even before they have completed the required surveys, if they are interested in the topics. Students are urged to take a course in critical theory (English 302 or 379, for examples) some time during their stay at Denison, particularly if they wish to pursue studies in English after graduating. A typical array of classes in English would include four 200-level classes, four 300-level seminars, and one senior seminar. Students are encouraged to take more than the minimum number of required classes. The optional, year-long senior research project (English 451-452), like the senior writing project for creative writers, may count as one 300-level course. Students must take at least two of the 300-level seminars and the senior seminar in residence at Denison.

Each semester, students wishing to take classes in English should read the semester's course descriptions, available from the English office, which provide more detailed information about specific classes than what appears below.

English Minor

To minor in English, students must take English 213, 214, and 230, and three additional courses, at least two of which are at the 300 or 400 level. The senior seminar may be elected as one of these.

Writing Concentration

We are pleased to offer English majors an opportunity to participate in Denison's long and rich history of nurturing writers. Since 1949, Denison's English Department has offered a concentration in creative writing because we believe creative writing is a fundamental expression of literary knowledge and practice.

To major in English with a concentration in writing, students must take a minimum of nine courses, including English 213, 214, 230, and 400. Also required are English 237, and at least three other courses at or above the 300 level, including one 300-level creative writing class (383, 384, 385) and one 300-level course in literature before 1900. Writing concentrators must also take a two-semester residential senior writing project (English 453-54), which counts as one 300-level course.

All writing courses conducted as workshops assume that each student will participate both as a writer and as a responsible critic of the writing of others. A student concentrating in writing should not enroll for more than one writing course per semester and may not take other writing courses during the senior writing project. We suggest that students' 300-level writing courses be in the genre or genres in which they are most likely to focus for their senior writing project.

Additional Points of Interest

Teacher Education Program Students who have been accepted into the Teacher Education Program should work with a member of the Department of Education and an advisor in the Department of English regarding the course of study at Denison.

Course Offerings

Introductory Topics in English (ENGL-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Introduction to Literature (ENGL-200) An introduction to literary types, this course will emphasize close interpretive reading of poetry, fiction and drama. **Staff. 4**

Academic Writing (ENGL-201) Theory and practice in essay and other academic writing, allowing students to concentrate on mastering styles appropriate to their own academic or personal needs. **Staff. 4**

Texts and Contexts: Introduction to Critical Reading (ENGL-202) A study of the theory and practice of critical reading, with an emphasis on developing progressive expertise in reading for significant detail, irony, intertextuality, and the "writerly" text. Theoretical readings will focus on reader-response and an introduction to poststructuralism. **Staff. 4**

Studies in Literature (ENGL-210) An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

Early British Literature (ENGL-213) A study of selected works by men and women writing in the 8th through the 17th centuries. With close attention to various genres and through various critical approaches, this course attends to literary and cultural developments as reflected in a variety of texts and contexts. **Staff. 4**

Eighteenth- and Nineteenth- Century British Literature (ENGL-214) A study of selected works by men and women in the eighteenth centuries in England. The course pays close attention to various genres - satire, poetry, drama, criticism, and fiction - and is designed to sharpen students' reading, interpretive, critical and writing skills, while attending to literary and cultural developments in eighteenth-century, Romantic, and Victorian texts. **Staff. 4**

Shakespeare (ENGL-215) A study of principal plays, emphasizing the poetic and dramatic aspects of Shakespeare's work, as viewed through a variety of critical perspectives. **Staff. 4**

Modern British and American Poetry (ENGL-219) A survey of poetry from the first half of the 20th century. Attention to major poets (such as T.S. Eliot, W.B. Yeats, and Marianne Moore) as well as Modernist schools (Imagism, the Harlem Renaissance) will be enhanced by attention to the wider history, philosophy and aesthetics of the time. **Staff. 4**

Modern British and American Fiction (ENGL-220) A survey of fiction from the first half of the 20th century, with attention to such authors as Conrad, Faulkner, Forster, Hemingway, Hurston, Joyce, Lawrence, Toomer, Welty, Wharton, Woolf and Wright. **Staff. 4**

Women in Literature (ENGL-225) Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such as sexuality, history, race, class, identity and power. **Staff. 4**

American Literature Before 1900 (ENGL-230) A survey of texts and literary movements in America before 1900, emphasizing literary responses to such issues as progress, national identity, the American landscape and slavery. The course will introduce seventeenth and eighteenth century texts and focus more fully on the literature of the nineteenth century, with attention to various genres and critical approaches. **Staff. 4**

Creative Writing (ENGL-237) An introductory course in the writing of fiction and poetry. Students will be asked to read in both genres, do exercises focusing on technique and style, complete and revise significant work in both genres and critique classmates' work with an eye to providing constructive feedback. **Staff. 1-4**

Modern Drama (ENGL-240) A consideration of drama from 1890 to 1956, with emphasis on British and American playwrights, and an eye to female and minority dramatists disenfranchised from the main stages. **Staff. 4**

Human Diversity Through Literature (ENGL-245) A study of selected works by and about bisexual, gay, lesbian and transgender people. **Staff. 4**

Ethnic Literature (ENGL-255) A study of the literature of various ethnic, racial and regional groups of the United States. This course explores cultural heritages, historical struggles, artistic achievements and contemporary relations of groups in American society. **Staff. 4**

Oral Tradition and Folk Imagination (ENGL-259) An inquiry into the methodology of folklore study and an examination of the folk idiom in the American experience. **Staff. 4**

Nature and the Literary Imagination (ENGL-291) A study of humanity's relationship with and shifting conceptions of the nonhuman world. Reading selections vary, but generally include past and contemporary writers who reflect different ethnic and regional outlooks and who work in various modes, including literature, memoir, natural history and science. **Staff. 4**

The Literature of Place (ENGL-298) An exploration of the ways in which literature and locale inform each other, this course focuses on a specific site or community. Through readings of literature "about" that place, the class investigates how cultural, social, historical, and/or institutional realities interrelate - as both cause and effect - with text. An optional trip to the place in question follows the semester. **Staff. 4**

Intermediate Topics in English (ENGL-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Introduction to Literary and Cultural Theory (ENGL-302) A survey of some of the major literary and cultural theories employed by critics today. This course will emphasize readings in primary texts by critical theorists as well as practical applications of those theories to texts of various kinds. **Staff. 4**

Studies in Literature (ENGL-310) An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

Studies in Composition and Rhetoric (ENGL-311) An intensive study of selected issues, historical periods, theory and theorists, research, or pedagogy in composition and rhetoric. **Staff. 4**

Studies in the Short Story (ENGL-314) A study of selected works of major and representative writers working in the genre of the short story. This course may focus on a few specific writers (such as Eudora Welty or Raymond Carver), or on selected schools and movements (such as the avant-garde, naturalism, or modernism), or on special topics within the field (such as post-colonial fictions or Southern writing). **Staff. 4**

African-American Women's Literature (ENGL-325) Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class and sexual relations in the United States. **Staff. 4**

Native American Literature (ENGL-326) A study of Native American literature that will provoke considerations of Native American cultural and religious traditions, historical and legal struggles, artistic achievements and contributions to contemporary American culture. **Staff. 4**

Composition Theory and Pedagogy (ENGL-335) An introduction to theory and practice in composition and an opportunity to apply theories in Denison's Writing Center or nearby classrooms. Students may concentrate on applying theory to any context, tailoring the practicum to their areas of interest. **Staff. 4**

Contemporary Drama (ENGL-340) Intensive study of drama from 1956 to the present, with an emphasis on British and American playwrights. The course will focus on the issues, problems, techniques, and generic forms particular to contemporary drama, with interest in the emerging drama of minority, female, and gay and lesbian playwrights. **Staff. 4**

Studies in the English Novel (ENGL-341) This course will explore the English novel by studying special thematic topics, its evolution, and/or developmental influences. The course might include such authors as DeFoe, Fielding, Austen, Bronte, Gaskell, Dickens, Eliot or Hardy. **Staff. 4**

Studies in the Contemporary Novel (ENGL-342) A study of such contemporary international novelists as Salman Rushdie, Garcia-Marquez, Toni Morrison, Gunter Grass, and Nadine Gordimer. The course may have a special focus on such topics as the post-colonial novel or the historical novel. **Staff. 4**

Studies in Contemporary Poetry (ENGL-343) A study of selected works of major and representative poets from the second half of the 20th century. Each section might focus on a few specific poets (such as Adrienne Rich or W.S. Merwin), or on selected schools and movements (such as the Confessionals, the Beats, the Language Poets), or on special topics within the field (such as mythology, feminism, or Post-modernism and the avant-garde.) **Staff. 4**

The English Language (ENGL-346) A study of the development of the English language and its dynamic presence in the world today. In addition to surveying the history of English from its Indo-European origins to the present time, units within the semester cover general linguistics topics, contemporary literacy controversies, and the social implications of dialect variation and changes in usage. **Staff. 4**

Studies in Medieval British Literature (ENGL-348) Special topics courses studying the textual forms of England, Scotland, Wales and Ireland from 500 to 1500 CE. **Staff. 4**

Studies in European Literature (ENGL-349) Selected works in translation from the Middle Ages through the twentieth century. Depending on the topic of the seminar, authors studied may include such diverse figures as Chretien de Troyes, Dante, Christine de Pisan, Cervantes, Madame de Lafayette, Moliere, Goethe, Ibsen, Tolstoy, Calvino and Christa Wolf. **Staff. 4**

The Harlem Renaissance (ENGL-355) An analysis of the interrelationship between the cultural phenomenon and the literature of the Harlem Renaissance, particularly the way in which the social, economic and political conditions of the era helped to shape the literary art of the 1920s. **Staff. 4**

The Narrative of Black America (ENGL-356) A study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. **Staff. 4**

Postcolonial Literature and Criticism (ENGL-357) Readings in literature and criticism from Asia, Africa, Latin American and the Caribbean, in response to the experience of colonialism. **Staff. 4**

Directed Study (ENGL-361) Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. May be taken more than once. Directed Study credit may be used to count toward an English major or minor, but it may not be used in place of required 300-level courses. **Staff. 1-4**

Directed Study (ENGL-362) Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. May be taken more than once. Directed Study credit may be used to count toward an English major or minor, but it may not be used in place of required 300-level courses. **Staff. 1-4**

Independent Study (ENGL-363) Offers the student an opportunity to develop within a semester a wholly individualized program of study, to be supervised by an interested professor. Independent Study credits may be used to count toward an English major or minor, but may not be used in place of required 300-level courses. **Staff. 1-4**

Independent Study (ENGL-364) Offers the student an opportunity to develop within a semester a wholly individualized program of study, to be supervised by an interested professor. Independent Study credit may be used to count toward an English major or minor, but may not be used in place of required 300-level courses. **Staff. 1-4**

Studies in 16th- and Early 17th- Century British Literature (ENGL-365) A study of selected works of poetry, prose and drama from 1500-1660. **Staff. 4**

Studies in Late 17th- and 18th Century British Literature (ENGL-366) Special topics courses based in the literacy culture of England from roughly 1640-1800. **Staff. 4**

Studies in 19th- Century British Literature (ENGL-367) Selected topics in the literature of 19th- century England. The course may focus on Romantic or Victorian authors or representative writers from both eras. **Staff. 1-4**

Studies in 19th- Century American Literature (ENGL-368) Selected topics in the literature of 19th-century America. **Staff. 4**

Studies in Early American Literature (ENGL-369) Selected topics in the writings of colonial and early national America. **Staff. 4**

Chaucer (ENGL-371) A survey of Chaucer's verse and prose, centering on the Canterbury Tales. The course engages the social and intellectual transformations in 14th-century England, as well as interpretations of, and reactions to, Chaucer's writing in the centuries since. A recurrent concern will be the challenges created by the textual instability inherent in a manuscript culture. **Staff. 4**

Milton (ENGL-374) A study of Paradise Lost and selected shorter poems. **Staff. 4**

Late 17th- and 18th - Century Drama (ENGL-375) Studies in the production, reception and sociopolitical context of British drama from roughly 1660 to 1800. **Staff. 4**

Special Topics in Literary and Cultural Theory (ENGL-379) In-depth studies of one or two particular critical or cultural theories, with an emphasis on the practical application of those theories to texts of various kinds. **Staff. 4**

Narrative Writing (ENGL-383) An advanced workshop course in fiction writing. Students will be asked to read a wide selection of short fiction and to complete and revise a significant collection of their original work. Students will attain a working knowledge of fictional forms, techniques and aesthetics. **Staff. 4**

Essay and Article Writing (ENGL-384) An advanced workshop in the writing of nonfiction, requiring numerous and varied reading and writing assignments. **Staff. 4**

Poetry Writing (ENGL-385) An advanced workshop in poetry writing. Students will be asked to read a wide selection of poetry and to complete and revise a chapbook collection of their original works. Students will attain a working knowledge of poetic forms, technique and aesthetics. **Staff. 4**

Advanced Topics in English (ENGL-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Seminar (ENGL-400) A required course for seniors that is organized around a theme or topic. All sections require frequent short reports to the class on research or reading. Each student will write a long paper as the basis for a major seminar presentation. **Staff. 4**

Senior Research (ENGL-451) Senior students may work on an individually designed project for as much as two full semesters. A student whose project seems likely to result in distinguished work and who satisfies other requirements for honors may petition to have his or her senior research transferred to 461-462. **Staff. 4**

Senior Research (ENGL-452) Senior students may work on an individually designed project for as much as two full semesters. A student whose project seems likely to result in distinguished work and who satisfies other requirements for honors may petition to have his or her senior research transferred to 461-462. **Staff. 4**

Senior Writing Project (ENGL-453) This year-long project is required for a concentration in creative writing. Conducted under the directorship of a writing professor, each project will include an individual reading program and will result in a significant book-length manuscript of the student's creative work. **Staff. 4**

Senior Writing Project (ENGL-454) This year-long project is required for a concentration in creative writing. Conducted under the directorship of a writing professor, each project will include an individual reading program and will result in a significant book-length manuscript of the student's creative work. **Staff. 4**

Honors Project (ENGL-461) Open only to a student whose senior research is in progress. **Staff. 4**

Honors Project (ENGL-462) Open only to a student whose senior research is in progress. **Staff. 4**

Environmental Studies

Faculty

Professor Tom D. Schultz, Director

ENVS faculty:

Ron Abram (Art), Monica Ayala-Martinez (Modern Languages), John Cort (Religion), Kim Diver (Environmental Studies), Fardad Firooznia (Biology), Tod Frolking (Geosciences), Carol Goland (Environmental Studies), David Greene (Geosciences), Harry Heft (Psychology), Rebecca Homan (Biology), Abram Kaplan (Environmental Studies), Anthony Layson (Chemistry), Jonathan Maskit (Philosophy), Alexander Mouton (Art), Julie Mulroy (Biology), Bill Nichols (English), Priscilla Paton (English), Jim Pletcher (Political Science), Tom Schultz (Biology), Douglas Spieles (Environmental Studies), Bahram Tavakolian (Sociology/Anthropology), Steve Vogel (Philosophy), Wes Walter (Physics and Astronomy), Andrea Ziegert (Economics); Academic Secretary Brenda Franks

Departmental Guidelines and Goals

Environmental Studies is an interdisciplinary inquiry into the relationship between humans and the environment. Both a major and a minor are available to students with an interest in the rigorous study of these issues. The major requires students to develop a specific environmental focus as a concentration in addition to the environmental core and distribution courses. The minor in ENVS allows students to integrate an environmental perspective with their major field of study.

As an interdisciplinary area, Environmental Studies draws on work in the natural sciences, the life sciences, the social sciences, the humanities, and the arts. It endeavors to bridge these many intellectual approaches and perspectives in the hope that students will gain deeper understanding both of the environmental problems facing the world and of proactive opportunities for change. Among issues of concern and investigation are resource utilization, the impact of technology on ecosystems, relationships between the environment and sociocultural systems, geographic information systems analysis, environmental economics and policy, conservation of biological diversity, nature writing, alternative dispute resolution, environmental psychology, and environmental ethics, among many others. See the Program web site www.denison.edu/enviro for details.

Environmental Studies Major

The Environmental Studies major involves 13-16 courses from *four categories* as follows:

A) *Five core courses* required of all majors: ENVS 101 People and the Environment; ENVS 102 Science and the Environment; ENVS 240 Environmental Politics and Decision Making; ENVS 260 Environmental Ethics (cross-listed with PHIL 260); ENVS 301 Environmental Practicum (typically fall semester junior year)

B) *Three distribution courses,* one from each of ENVS-listed courses in the Humanities, Social Sciences and Natural Sciences. The following courses fulfill the distribution requirements: Humanities- ENGL 291, REL 205; Social Sciences - ECON 427, ENVS 245, ENVS 262, POSC 328, PSYC 225, SA 244; Natural Sciences - BIOL 202, GEOS 200, CHEM 212, ENVS 274. Because other courses are occasionally offered that fulfill these requirements, an up-to-date list is available from the Environmental Studies Program office and on the Program website.

C) A *concentration* that can be completed in one of three ways: a disciplinary minor (with demonstrable relevance to ENVS); a second major (with demonstrable relevance to ENVS); a self-designed interdisciplinary concentration (typically 6 courses). Obtain information concerning ENVS concentrations from the ENVS Program office or check the ENVS website.

D) A one-semester *senior project,* either ENVS 401 or 451, is required for all ENVS majors.

Notes: One course can be double counted among the Core, Concentration and Distribution requirements. Students in the class of 2007 or earlier can choose to fulfill the "old" ENVS major or minor requirements.

Environmental Studies Minor

Students wishing to minor in Environmental Studies must complete six courses: ENVS 101, ENVS 102, ENVS 240, ENVS 260, and two electives cross-listed with ENVS that are outside the student's major field of study.

Additional Points of Interest

Study Abroad Programs Students are encouraged to participate in study abroad programs when appropriate to enhance the concentration area or otherwise supplement course offerings at Denison. Students wishing to study abroad should plan to do so during the spring semester of their junior year. Courses taken abroad that serve as substitutes for courses listed above or which are otherwise used to satisfy elements of the Environmental Studies major must be approved in advance of the student's departure for the off-campus program by the Environmental Studies Director. A maximum of three off-campus courses may be used to satisfy requirements in the major.

Course Offerings

People and the Environment (ENVS-101) A systematic introduction to multifaceted environmental problems facing the world today, primarily through the lenses of both the social science and humanities. The course provides an overview of solutions to present challenges through governmental action, collective effort, and personal initiative. We engage in the interdisciplinary study of the relationship between humans and the environment, looking at local, regional, and global scales. At the local level, the class may explore campus-level environmental issues, including the ecological renovation of Barney: How are issues of sustainability handled here? How can the McPhail Center for Environmental Studies serve as a magnet and laboratory for addressing environmental concerns? We develop ideas about campus "greening," new technologies, and behavioral factors. At a global scale, we might investigate global warming, and the human dimension of its causes and solutions. Students will undertake research projects, debate topical issues, sleuth for information, think critically, and present findings to disparate audiences. **Goland, Kaplan. 4**

Science and the Environment (ENVS-102) This course provides an introduction to the biogeochemical aspects of environmental problems. Students will gain an understanding of the structure and function of ecological communities, as well as the non-living factors that regulate ecological change. Global chemical cycles are presented as a unifying theme for human interactions with nature and are the basis for discussion of environmental problems associated with agriculture, water use, atmospheric change, land and resource use, and waste disposal. The laboratory component of the course exposes students to methods of measuring and monitoring environmental quality. Labs include experiential introductions to ecological relationships, toxicology, water and soil analysis, and geographic information science. Students will apply concepts of experimental design, statistical sampling, and data analysis to evaluate environmental questions. **Spieles, Diver. 4**

Energy and the Environment (ENVS-110) Course listed as PHYS 110. See listing under Physics. (Not offered 2005-2006) **Staff. 4**

Varieties of Environmentalism (ENVS-196) What is environmentalism? How is environmentalism practiced in the developed First World (the North) and the developing Third World (the South)? What are the similarities and differences of environmentalism in the North and the South? How is environmentalism related to issues of human inequality on bases such as race, class, gender, caste, and nationality? What are the causes and consequences of environmental change: who pays the costs and who receives the benefits? How do intra-human questions of justice intersect with inter-species questions of justice? (Not offered 2005-2006) **Cort. 4**

Topics in Environmental Science (ENVS-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Environmental Geology (ENVS-200) Course listed as GEOS 200. See listing under Geoscience. **Greene. 4**

Ecology and Evolution (ENVS-202) Course listed as BIOL 202. See listing under Biology. **Firooznia, Hauk, R. Homan, G. Smith, Schultz. 4**

Religion and Nature (ENVS-205) Course listed as REL 205. See listing under Religion. **Cort. 4**

Environmental Chemistry (ENVS-212) Course listed as CHEM 212. See listing under Chemistry. **Staff. 4**

Environmental Psychology (ENVS-225) Course listed as PSYC 225. See listing under Psychology. **Heft. 4**

Introduction to Environmental Mapping (ENVS-230) Approximately 80% of all data used by businesses and the US government has a geographic component. Aerial photography, satellite imagery, Global Positioning Systems (GPS) and Geographic Information Systems (GIS) are extremely useful tools in environmental planning, resource management and risk assessment. This course is designed to introduce students to GIS and remote sensing spatial analysis techniques. By the end of the course, students should be able to plan an environmental assessment project within a GIS framework, read and understand maps, interpret aerial photos, collect data using GPS technology, import data from internet and government sources, conduct basic raster and vector GIS analyses, understand the basics and principles of satellite remote sensing, and present and critique GIS/ remote sensing projects. This course is designed as a prerequisite to Geographic Information Systems Analysis, which will focus on more advanced GIS analyses and independent projects. **Diver. 4**

Environmental Politics and Decision Making (ENVS-240) This course gives students a chance to explore the realm of proactive change in the environmental arena. It combines the theories of policy, the tools of problem solving, and the practice of dealing with environmental challenges in the real world of American government. The premise of the course is this: if you want to improve the state of the planet, you have to propose a solution. To make a solution happen, you should understand the process of getting an idea through the decision-making system. Effecting change requires a background in the system(s) that make things happen, whether you ultimately want to work within the system or outside it. This course is divided into two main components: an overview and implementation of problem solving techniques, and an in-depth examination of the U.S. Congress' role in environmental policy formation. The latter section culminates in a "Moot Congress" undertaken by students at the end of the semester. Prereq: ENVS 101. This is a core course in the ENVS major and minor. Not recommended for first year students. **Kaplan. 4**

Environment, Technology and Society (ENVS-244) Course listed as SA 244. See listing under Sociology/Anthropology. **Staff. 4**

Ecology and Culture (ENVS-245) In this course we examine present-day human adaptations to diverse environmental zones. We look at biological and cultural means by which traditional human societies solve environmental challenges in zones such as high altitude tropical mountains, arid lands, and tropical rain forests.

This examination includes hunter-gatherer economies, swidden agriculture, and intensive farming systems. We establish how and if these groups are adapted to their environment, as well as how such adaptations may be enhanced or disrupted by outside influences, especially development efforts. Along the way this allows us to reflect on the adaptiveness of some of our own cultural behaviors. Prerequisite: ENVS 101 or SA 100 or consent. (Not offered 2005-2006) **Goland. 4**

Environmental Ethics (ENVS-260) Course listed as PHIL 260. See listing under Philosophy. **Maskit, Vogel. 4**

Environmental Dispute Resolution (ENVS-262) An in-depth investigation of alternative dispute resolution (ADR) as an improved means to affect change in environmental conflict. Both an intellectual and hands-on introduction to the theory and practice of ADR, relying on research into theoretical aspects of conflict, attendance at both conventional litigatory and ADR hearings, and actual participation in ADR exercises. Prerequisite: ENVS 101 or 102. (Not offered 2005-2006) **Kaplan. 4**

Ecosystem Management (ENVS-274) Ecosystem management is the process of designing and implementing sustainable use strategies for ecological systems. In this course students will learn about historical and current management of ecosystems around the world. We will consider the structure, function, dynamics, and socioeconomic pressures upon a variety of terrestrial and aquatic systems. The course is intended to help students develop critical thinking and synthesis skills necessary to understand how general scientific concepts are translated into ecosystem management plans. Prerequisite: ENVS 102 or BIOL 150 or consent. (Not offered 2005-2006) **Spieles. 4**

Environmental Planning and Design (ENVS-284) This course examines a variety of local environmental planning processes and issues, focusing primarily on the communities surrounding Denison (Granville, Licking County), as well as the theories, concepts and tools of design, both at a community level and for individual buildings. Particular attention will be paid to controversial models of architecture and planning in order to understand some of the negative implications of conventional approaches. Field trips, group exercises, research and project competitions will form the basis for course evaluation. Prerequisite: ENVS 101 or 102 or consent. (Not offered 2005-2006) **Kaplan. 4**

Special Topics in Environmental Studies (ENVS-290) This course provides students with an opportunity to investigate particular issues from diverse perspectives in the environmental area. Environmental challenges and solutions of local, national and global scale are addressed, typically with a hands-on and interactive format. This course is offered on an irregular basis with unique topics in each version: students may enroll in this course more than once. Prerequisite: ENVS 101 and 102. **Staff. 4**

Nature and the Literary Imagination (ENVS-291) Course listed as ENGL 291. See listing under English. **Staff. 4**

Environmental Practicum (ENVS-301) This keystone course is primarily for ENVS majors; minors are welcome. This course provides the opportunity for students to gain hands-on experience working on real-world environmental problems. As a group, students work in an intensive format with a real "client" and real deadlines to research a problem, assess options, recommend solutions, and evaluate outcomes. Examples of projects include energy and water conservation, local land use planning, wetlands managements, reuse/recycling programs, agriculture preservation, and environmental education. Prerequisites: ENVS 101 and 102; ENVS major or minor. **Staff. 4**

Wetland Ecology (ENVS-310) This course is a comprehensive study of wetland ecology, management, and policy. The main emphasis is on biological, chemical, and physical aspects of major wetland ecosystems found in North America. The course also deals with valuation, classification, and delineation of wetlands. A significant portion of the course focuses on local and regional wetland ecosystems: their history, ecology, and current status. Labs will be field-based explorations of the biology, chemistry, and ecology of these regional wetlands. Prerequisite: BIOL 202 or consent. **Spieles. 4**

Gender and Change in Cross-Cultural Perspective (ENVS-321) Course listed as SA 321. See listing under Sociology/Anthropology. **Diduk, Tavakolian. 4**

Politics of the Global Environment (ENVS-328) Course listed as POSC 328. See listing under Political Science. **Pletcher. 4**

Sustainable Agriculture (ENVS-334) This course provides an ecological and sociocultural exploration of Sustainable Agriculture, as practiced primarily in the contemporary United States. We establish the historical and cultural roots of conventional agriculture and determine the environmental and social consequences of conventional practices. While not intended to be an agronomy course, we will discuss the agroecology of sustainable food production, including principles of soil management, pest control, and crop rotations. We will also study agriculture in its sociocultural context in order to assess what kind of social and cultural changes would be required in order to create a truly sustainable food production system. An important component of the course is field trips to conventional and alternative farms. Prerequisite: ENVS 101 or 102 or SA 100 or consent. **Goland. 4**

Advanced Geographic Information Systems Analysis (ENVS-351) Using ArcGIS software, students will explore advanced applications of GIS in environmental assessments, natural and physical science applications, and spatial problem solving. Topics will include surface analyses, terrain modeling, network analysis, and 3-D simulations. The course will focus on case study analysis/ discussions, applied problem solving assignments, and independent projects. Prerequisite: ENVS 230 or consent. **Diver. 4**

Directed Study (ENVS-361) Staff. 1-4

Directed Study (ENVS-362) Staff. 1-4

Independent Study (ENVS-363) Staff. 1-4

Independent Study (ENVS-364) Staff. 1-4

Environmental Capstone Seminar (ENVS-400) The capstone course is for ENVS majors (ENVS minors may enroll with the consent of the instructor). The primary objective is to integrate and culminate the study of environmental issues at Denison and to develop skills in promoting environmental change. Students work in an intensive format with a real "client" and real deadlines to research a problem, assess options, recommend solutions, and evaluate outcomes. Examples of projects include energy and water conservation, local land use planning, wetlands management, reuse/recycling programs, agricultural preservation, and environmental impact assessment. Prerequisite: ENVS major, minor, or consent of the instructor. **Staff. 4**

Environmental Senior Project (ENVS-401) This course is required for ENVS majors with senior standing unless they are pursuing senior research (ENVS 451/452). This course provides an integrating and culminating experience for students, individually or in small groups, to engage with an environmental issue, either by conducting research related to this issue or by taking action on it in a way that is informed by their academic understanding The primary objective is to integrate their study of environmental issues at Denison and to develop skills in critically analyzing environmental problems and promoting environmental change. Prerequisite: ENVS 301 or consent of the instructor. (Not offered 2005-2006) **Staff. 4**

Environmental Economics (ENVS-427) Course listed as ECON 427. See listing under Economics. **Ziegert. 4**

Senior Research (ENVS-451) **Staff. 4**

Senior Research (ENVS-452) **Staff. 4**

Honors Project (ENVS-461) **Staff. 4**

Honors Project (ENVS-462) **Staff. 4**

First-Year Program

Faculty

Associate Professor Laurel Kennedy, Dean

Departmental Guidelines and Goals

First-year seminars introduce entering students to the rigors and rewards of college courses in the liberal arts. Limited to a maximum of 18 students, each seminar offers students the opportunity to explore a particular issue, interest or problem in depth and to develop or refine critical academic skills and habits of mind necessary for success in college.

First-year seminars are designed to: a) provide courses exclusively for first-year students in a cooperative environment that encourages active participation in the learning process; b) enhance student writing skills; c) strengthen abilities of students to read and think critically, to express themselves cogently, and to use library resources effectively; and d) generate intellectual excitement through sustained engagement with a chosen topic.

All First-Year seminars provide opportunities to develop skills in written expression. Giving close attention to the process of writing and revision, the courses enable both gifted writers and those with more fundamental needs to improve upon the rhetorical skills they bring to the class. The courses focus on those features of writing that are shared by all fields: writing that is significant, clear, unified, developed, economical and thoughtfully presented. However, because writers in different fields necessarily write in different ways, students are strongly urged to seek further guidance specific to the field in which they later specialize.

To begin this process, all First-Year seminars provide opportunities for students to analyze texts; to find, assess, use and cite information from published and electronic sources; to design manageable and significant topics; to plan, structure and compose drafts; and to revise and edit their work.

First-Year seminars often serve additional purposes as well. They may serve as an introduction to Denison, to college life in general, and to faculty expectations of student work. The courses may be linked with academic advising or with local events, exhibits and performances. The seminars, therefore, serve many important purposes on our campus. But the complex and interrelated processes of writing, thinking and revision are the primary focus of all sections of the First-Year Seminar.

Each student is required to take two seminars during the first year: one section of FYS 101 and one section of FYS 102. The courses may be taken in any order or simultaneously. All sections of FYS 101 fulfill the Writing requirement in the General Education program. All sections of FYS 102 fulfill other requirements within the General Education program. An Honors course may be substituted for FYS 102.

Course Offerings

Words and Ideas (FYS-101) Each seminar provides an opportunity for first-year students to study the interrelationship between language and thinking and to develop talents in writing nonfiction essays. Instructors design a wide range of topics for individual classes. Students are strongly advised to choose a topic that interests them. Some recent FYS 101 classes have had the following topical emphases: Explorations of Identity in Science Fiction and Fantasy; Coming of Age in America; Mystery and Crime Fiction; Writing About Poetry; Partnerships and Politics; and Toni Morrison's Novels: Texts and Contexts. Descriptions of current offerings of FYS 101 are available in the Office of the First-Year Program, the English Department, and on these offices' web pages. **Staff. 4**

First Year Topical Seminar (FYS-102) These courses are designed to enhance student research and writing skills in the context of topics in the Arts, Sciences, Humanities and Social Sciences, as well as Denison's interdisciplinary programs. Recent seminars have included Children in Crisis: Studies in Nonfiction, The Mandate of Heaven in Classical China, The Idea of the Self in Ethics, Art and Politics, Black Women's Lives: Autobiography as Protest, and From Sands to Stars. Descriptions of current offerings are available in the Office of the First-Year Program or on its web page. **Staff. 4**

French

Faculty

Professor Charles O'Keefe, Chair

Professors Judy Cochran, Charles O'Keefe; Associate Professor Christine Armstrong; Instructor Severine Piot; Academic Secretary Susan Hill

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of our own culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off Campus Programs). Opportunities for students to improve their command of the language are provided on the campus by the language tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

In July 2006, and every other year, the French Program offers an intensive summer program in Besançon, France. Students receive 6 credit hours for this 4-week program. Students are enrolled in a culture seminar taught by the director of the program (a Denison faculty member), and an intensive language course taught by experienced professors from the *Centre de Linguistique Appliquée de Besançon* (CLAB). This teaching and linguistic institute, affiliated with the Université de Franche-Comté specializes in the teaching of French as a foreign language. Participants live with local families.

French Major

Students majoring in French must take a minimum of nine courses beyond FREN 211. The first six courses required for the major are FREN 213 (Conversation), FREN 214 (Area Studies), FREN 215 (Intermediate French Readings) or FREN 305 (Advanced Reading and Writing in French), FREN 311 and FREN 312 (Surveys of French Literature), and FREN 418 (The Senior Seminar, to be taken during the senior year). The three other required courses will be literature, culture, or language courses (at the upper-level), preferably taken in France.

French Minor

Students minoring in French must take six courses beyond FREN 211: FREN 213, FREN 214, FREN 215 or FREN 305, and three advanced courses in literature, culture, or language, at least one of which must be either FREN 311 or FREN 312.

Additional Points of Interest

General Department Regulations Students planning to major in the Department are advised to begin course work in the first year. Those wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The language requirement should be completed by the end of the junior year.

Multimedia Language Learning Center An important asset of the Department is the Multimedia Language Learning Center. With its 27 Macs, zone-free DVD player, multi-standard VCR, and a Polycom Viewstation for videoconferencing, the MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar drills to research as well as discussions on authentic materials published on the web. The area is designed not only for individualized instruction but also for group work and small seminars that use multimedia materials for class discussion.

Cultural Enrichment Each semester the Department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

Fellows 103 The Modern Languages Virtual Lounge in Fellows 103 offers the Denison community a wide range of technological devices with which to enrich their learning experiences. This room is equipped with a 52 inch flat screen TV which is connected to two satellite dishes. One dish allows us to receive French TV5 and Chinese TV9. The other dish provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR and a zone-free DVD player. The lounge has a ceiling-mounted data projector which connects to a networked Apple computer, the DVD player and the VCR. This area also has a Polycom videoconferencing unit which allows us to connect with students at other universities and chat with them about their perspectives on various issues.

Course Offerings

High School Language (FREN-094) Staff. 0

Beginning French I (FREN-111) A comprehensive introductory course in French through the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major or minor. **Staff. 4**

Beginning French II (FREN-112) A comprehensive introductory course in French through the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major or minor. **Staff. 4**

Introductory Topics in French (FREN-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Intermediate French (FREN-211) A review of the structure of French. Emphasis placed on developing skills in speaking, writing and reading. Prerequisite: 112 or placement. Does not count as credit toward a major or minor. **Staff. 4**

Conversation and Phonetics (FREN-213) Training and refining of skills in pronunciation and oral communication. Conducted in French. Prerequisite: 211 or placement. **Staff. 4**

Area Study - France (FREN-214) The course deals with the question: "What makes the French French?" by examining several aspects of French culture, such as child rearing and the process of socialization, the structure of the family and society and symbolic behavior. The approach compares American and French cultures. Conducted in French. Prerequisite: 213 or equivalent. **Staff. 4**

Intermediate French Readings and Grammar (FREN-215) Students will read extensively from French literary works and works of general culture. Conducted in French. Prerequisite: 213. May be taken concurrently with 213 or equivalent. **Staff. 4**

Topics in Intermediate French (FREN-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Advanced French Readings and Grammar (FREN-305) Approaches to comprehension and appreciation of literary writing through grammatical analysis. Recommended as preparation for advanced work in French. Conducted in French. Prerequisite: 215, or equivalent. **Staff. 4**

Survey of French Literature I: From the Middle Ages Through the 18th Century (FREN-311) Introduction to major literary movements and figures with readings from representative authors. Conducted in French. Prerequisite: 215 or 305 or equivalent. **Staff. 4**

Survey of French Literature II: 19th and 20th Centuries (FREN-312) Introduction to major literary movements and figures with readings from representative authors. Conducted in French. Prerequisites: 215 or 305 or equivalent. **Staff. 4**

Texts in French: Themes (FREN-330) This course proposes the study of French texts (taken in the broad definition, including the written text, film, music) through a theme such as the Romantic Hero, the Epic Hero, Emergence of Aesthetics, the Portrayal of Women, Dada and the Surrealists, Gide, etc. Conducted in French. Prerequisite: 311 or 312. **Staff. 4**

Texts in French: Genres (FREN-331) In this course, students will discuss and analyze French texts (taken in the broad definition, including the written text, film, music...) through the common thread of genre such as Novels, Theatre, Film, Short Stories, Poetry and Opera. Conducted in French. Prerequisite: 311 or 312. **Staff. 4**

Directed Study (FREN-361) Staff. 1-4

Directed Study (FREN-362) Staff. 1-4

Independent Study (FREN-363) Staff. 1-4

Independent Study (FREN-364) Staff. 1-4

Advanced Topics in French (FREN-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Seminar in French (FREN-418) Advanced study of special topics in language, literature or culture. Conducted in French. Prerequisite: one advanced course beyond 311-312. **Staff. 4**

Senior Research (FREN-451) Staff. 4

Senior Research (FREN-452) Staff. 4

Honors Project (FREN-461) Staff. 4

Honors Project (FREN-462) Staff. 4

Geosciences

Faculty

Associate Professor David C. Greene, Chair

Professor Tod A. Frolking; Associate Professors David C. Greene, David P. Hawkins; Assistant Professors Kim Diver, David H. Goodwin; Instructor Kevin Svitana

Departmental Guidelines and Goals

Geosciences investigate the Earth in the broadest sense; how it formed, how it evolved and continues to evolve, how Earth systems interact to produce the environment in which we live, and how present and future changes may affect the habitability of Earth. The central goal of the department is to educate students about the nature and history of the Earth, the processes that shape the Earth, and the impacts those processes have on human populations.

An understanding of the Earth is an important component of global citizenship. Many critical environmental issues face humanity, including global climate change, water shortages, loss of arable land, natural hazards such as earthquakes and flooding, and the availability of petroleum and other energy resources. Citizens and professionals with training in the geosciences will contribute to solving these and other problems, while increasing opportunities for humans to live sustainably on the Earth.

The department provides non-majors with a basic knowledge of the Earth and an understanding of Earth processes that will serve their needs as future citizens and community leaders. Geoscience majors and minors develop a strong background in the geosciences in preparation for employment opportunities in fields such as environmental science, geotechnical engineering, exploration for natural resources, geologic research, environmental law, and earth science teaching. Many geoscience graduates continue their training in graduate school; others enter the work force directly.

Geosciences Major

There are two possible paths to the bachelor's degree in Geoscience: a Bachelor of Science in anticipation of advanced study in the Geosciences, or a Bachelor of Arts for those who seek a less specialized course of study. Earning a B.A. degree does not preclude a professional career in the Geosciences, although admission to some graduate programs may require completion of additional science and mathematics courses.

A student may graduate with a B.S. degree by taking an introductory geoscience course (GEOS 110, 111, 112, 114, or a FYS 102 taught by Geoscience faculty); the five core courses (GEOS 210, 211, 300, 311, 314); three additional Geoscience courses of 200-level or above; and a geoscience field course (GEOS 400). Required additional science courses are CHEM 121 plus three courses from CHEM 122, BIOL 150, and either 201 or 202, MATH 123-124, and PHYS 121-122 or 126-127. Students wishing to pursue graduate study in the geosciences are advised to take additional science courses beyond this minimum requirement.

Students seeking a B.A. degree must take an introductory course (see above), the five core courses and three additional Geoscience courses of 200-level or above. One course from Chemistry, Biology, Physics and Astronomy, or Mathematics may be substituted for a Geoscience elective.

Both B.S. and B.A. students are required to pass a comprehensive exam, normally administered during the senior year.

Note that most upper level geoscience courses are offered in alternate years. Therefore it is important that geoscience majors take the required 300-level core courses in the year in which they are offered.

Geosciences Minor

To minor in the Geosciences, a student should take an introductory course (see above), GEOS 210, and four additional courses in the Geosciences.

Major in Geosciences (Geophysics Concentration)

Students with an interest in this program should consult with the Geoscience and Physics chairpersons no later than their sophomore year.

Major in Geosciences (Environmental Studies Minor)

Students interested in this program should consult the Environmental Studies Minor requirements described elsewhere in this catalog.

Geography

Geography is a non-major field at Denison. A student wishing to pursue geography and related environmental/planning fields may follow the B.A. in Geosciences with a geography emphasis and a minor in a field such as Economics, Environmental Studies, History or Sociology/Anthropology; or develop an individually designed major in consultation with the Geoscience faculty. The curriculum is rich enough to allow geoscience majors to enter graduate schools of geography or regional and urban planning.

Additional Points of Interest

Abundant student research opportunities are available, including working with faculty in the field or laboratory, involvement with the Oak Ridge Science Semester (discussed elsewhere in this catalog), and a variety of summer internships. Student employment opportunities within the department include working as teaching and laboratory assistants, and assisting in developing and maintaining departmental collections.

The C.L. Herrick Geological Society is an active, student-run organization, which coordinates guest lectures and social events throughout the academic year. Also student-initiated and operated is The Denison Journal of Geoscience, an annual publication featuring articles on a wide range of geologic and geographic topics.

Safety glasses will be required for some field work and laboratory work.

Course Offerings

Fundamentals of Earth Environment (GEOS-110) The study of earth surface processes and the diverse environments around the world. Topics covered include weather phenomena, the distribution of the world's climates, global patterns of vegetation and soils, and the study of landforms. Laboratory exercises include local field trips, the analysis of weather and climate data, as well as the interpretation of topographic maps and aerial photographs. (Not offered 2005-2006) **Frolking. 4**

Planet Earth (GEOS-111) An introduction to the study of the Earth: how it formed, how it evolved, how Earth Systems interact to produce the environment in which we live, and how present and future changes may effect the habitability of Earth. Laboratory exercises include learning to identify and interpret minerals and rocks, using aerial photographs and topographic maps to understand landscapes and landscape processes, and investigating geologic processes on local field trips. This course is designed as an introductory course in geology for both science and non-science majors. (Normally offered Fall and Spring semesters) **Staff. 4**

Special Topics in Geology: Rare Earth - Building a Habitable Planet (GEOS-112) Courses under this designation are offered at the introductory level and fulfill the "R" Oral Communication requirement. Topics include: Rare Earth - Building a Habitable Planet: What does it take to build a planet that harbors intelligent life? Are habitable planets common in the Universe, or is Earth the only one? In this course we will examine the development of planet Earth in light of the hypothesis that conditions necessary for a habitable planet are extremely rare in the universe. While emphasizing geology, this examination will involve us in aspects of biology and paleontology, astronomy and astrogeology, philosophy and even theology. Laboratory exercises will allow hands-on investigation of rocks, fossils, geologic maps, and other data important to our understanding of the development of planet Earth. This course is designed as an introductory course in geology for both science and non-science majors. **Goodwin, Hawkins. 4**

Special Topics in Geology (GEOS-114) Courses under this designation are offered at introductory level and fulfill the "Q" Quantitative Reasoning requirement. Topics include: Climate Change - Cool Science on a Hot Topic: Global warming constitutes one of the most controversial issues you, and society at large, will face in the future. At the center of this debate lies the question, "Are we responsible for the recent increase in global temperature, or is this trend part of the natural variability in the climate system?" to evaluate these possibilities, we will examine the geologic record of climate change and the processes responsible for these variations. While the majority of our discussions will focus on geology, we will also touch on elements of oceanography, meteorology, biology, paleontology, as well as policy and politics. By the end of this course you will be able to make informed decisions about the climate change issues we are certain to face in the future. This course is designed as an introductory course in geology for both science and non-science majors. Fulfills the "Q" Quantitative requirement. (Goodwin) The Fire Within - Geology of Volcanic Eruptions: Volcanic eruptions are amongst the most powerful and spectacular of natural phenomena. Why do volcanoes erupt? Where on earth do volcanoes occur? Why are there no volcanoes in Ohio? How does molten lava form? Why do some valcanoes explode violently and other simply emit rivers of lava? How do eruptions affect our planet and local populations? How do scientists, local officials and the press deal with volcanic crises? This course addresses these and many other fundamental questions about our volcanically active planet. Through readings, lectures, still images, video footage, movies, and laboratory exercises, we will focus on the nature of volcanic eruptions, their products, and the hazards they pose both to human popultions and to life on earth. Laboratory exercises will include the study of maps and aerial photographs, rocks & minerals, the nature of volcanic eruptions, the rock products of eruptions, the reconstruction of past eruptive events from the rock record, and an exploration of the complex issues related to managing volcanic crises. This course is designed as an introductory course in geology for both science and non-science majors. Fulfills the "Q" Quantitative requirement. (Hawkins) **Goodwin, Hawkins. 4**

Introductory Topics in Geography (GEOS-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Environmental Geology (GEOS-200) A broad survey of the geologic aspects of environmental issues, emphasizing human interactions with the geologic environment. Topics include geologic hazards, such as volcanic eruptions, landslides and flooding; global water supply and water quality issues, especially groundwater contamination and remediation; and global environmental change, with emphasis on climate change and global warming. Prerequisites: 110, 111, or FYS 102. (Normally offered Spring Semester) **Greene. 4**

Story of the Earth (GEOS-210) A survey of the geologic history of planet Earth. Major topics include global cliimate history, paleogeography, history of life, and tectonic development and evolution of the North America continent. Lab exercises focus on description and interpretation of sedimentary rocks and environments, and the history of biological evolution. Prerequisite: A 100-level course taught by Geoscience faculty. (Normally offered Spring Semester) **Goodwin. 4**

Materials of the Earth (GEOS-211) An introduction to the minerals and rocks that make up the Earth, and how those materials influence the processes that operate within and on the surface of the planet. Emphasis is placed on the geological, chemical and physical basis for understanding the composition and physical properties of minerals, magmas, rocks and soils, and the processes by which these materials form. Lab exercises are integrated with lecture during three two-hour-long class sessions per week. Prerequisite: A 100-level course taught by Geoscience faculty. (Normally offered Fall Semester) **Hawkins. 4**

Introduction to Environmental Mapping (GEOS-230) Approximately 80% of all data used by businesses and the U.S. government has a geographic component. This course is intended to introduce students to spatial analysis and environmental problem solving skills and tools using maps, aerial photography, global positioning systems (GPS) and geographic information systems (GIS). Case studies will illustrate environmental applications and explore the ways in which these media have been used and misused. Students will learn how to read and interpret maps and aerial photography, calculate scales and errors, create thematic maps through attribute query, use basic GIS functions (such as buffers, unions, and splits), and conduct primary GIS analyses, such as site assessments and neighborhood analyses. This course will use ArcView for the GIS component and students should be comfortable using computers. (Normally offered Fall Semester) **Diver. 4**

World Regional Geography (GEOS-250) A survey of world regions with emphasis on distributions of natural resources, patterns of agricultural and industrial development, and the growing interdependence of the world economy. A major focus of the course will be on the contrasts in resource availability and allocation between the developed and less-developed nations. (Not offered 2005-2006) **Frolking. 4**

Geography of North America (GEOS-252) A regional geographic study of North America, focusing on climate, landforms, and natural resources as they relate to patterns of human settlement, land use, transportation and economic activity. (Not offered 2005-2006) **Frolking. 4**

Weather and Climate (GEOS-260) An introduction to atmospheric dynamics on local to global scales. Topics include weather observation and prediction, atmospheric measurements, global energy budgets, mid-latitude weather phenomena, global climate patterns, and the controls and effects of climate change. (Not offered 2005-2006) **Frolking. 4**

Global Tectonics (GEOS-280) A study of geologic and tectonic processes at the global scale. Major topics include plate tectonic theory and development, topography and geology of the sea floor, plate geometries and processes at plate margins, volcanic arcs, collisional orogenies and mountain building, and the influence of tectonic processes on earth history. Prerequisite: 210 or consent of instructor. (Normally offered Spring Semester in alternate years) **Greene. 4**

Intermediate Topics in Geography (GEOS-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Geomorphology (GEOS-300) The systematic study of earth surface processes and landform development in tropical, temperate, arid and polar environments. Both classic models of landscape evolution and recent process studies will be analyzed. Particular emphasis will be given to the glacial and temperate environments of the north-central United States during the late Quaternary. Prerequisites: 110, 111, or FYS 102, and 200 or consent. (Normally offered Fall Semester in alternate years; not offered 2005-2006) **Frolking. 4**

Hydrogeology (GEOS-305) A systematic study of groundwater flow, groundwater resources and groundwater pollution. Emphasis will be placed on geologic materials and the dynamics of water movement, well hydraulics, regional groundwater systems, the basics of groundwater chemistry, and groundwater contamination. Prerequisites: 200 or GEOG 300 or consent of instructor. (Normally offered Spring Semester in alternate years; not offered 2005-2006) **Frolking. 4**

Structure of the Earth (GEOS-311) Study of the deformation of the Earth's crust. How and why rocks deform; geometry and interpretation of folds, faults, and rock fabrics; regional tectonics and mountain building. Labs emphasize interpretations of geologic structures in hand specimens, outcrops and geologic maps; and includes opportunities for geologic field mapping and a weekend field trip to the Appalachian fold and thrust belt. Prerequisite: 210 or consent of instructor. (Normally offered Fall Semester in alternate years; not offered 2005-2006) **Greene. 4**

Petrology of the Earth (GEOS-312) An examination of the processes that produce igneous and metamorphic rocks and how the thermal and physical architecture of the earth controls those processes. The course emphasizes the reasoning and approaches used to understand rock-forming processes, including field geology, petrography, theoretical modeling, geochemical modeling and experimental petrology. The course culminates with an integrative analysis of the petrologic processes that operate at convergent plate boundaries. (Normally offered Spring Semester in alternate years; not offered 2005-2006) **Hawkins. 4**

Sedimentology and Stratigraphy (GEOS-314) This course is an introduction to sedimentary processes and sedimentary rocks. The course will cover three major areas: (1) physical sedimentology (how sedimentary rocks are formed); (2) depositional systems (where sedimentary rocks are formed and how they differ from place to place); and (3) stratigraphy (how sedimentary rocks are used to solve geological problems). Labs will expose students to sedimentary rocks under the microscope, in hand sample, and in the field. Prerequisite: 210. (Normally offered Fall Semester in alternate years) **Goodwin. 4**

Biodiversity Through Time (GEOS-315) An introduction to the study of fossil invertebrates with emphasis on preservation, taphonomy, diversity trajectories through geologic time, evolutionary mechanisms, extinction, paleobiology and paleoecology. Special emphasis will be placed on using fossils to interpret ancient depositional environments. Labs will introduce the student to the major invertebrate phyla commonly preserved in the geologic rock record. Prerequisite: 210. (Normally offered Fall Semester in alternate years; not offered 2005-2006) **Goodwin. 4**

Advanced GIS Analysis (GEOS-351) Using ArcView and ArcGIS software, students will explore advanced applications of GIS in environmental assessments, natural and physical science applications, and spatial problem solving. Topics will include surface analyses, terrain modeling, network analysis, and 3-D simulations. The course will focus on case study analysis/discussions, applied problem solving assignments, and two independent projects. Prerequisite: GEOS 230 or consent of instructor. **Diver. 4**

Directed Study (GEOS-361) Individual readings and laboratory work in a student's field of interest within the Geosciences. **Staff. 1-4**

Directed Study (GEOS-362) Individual readings and laboratory work in a student's field of interest within the Geosciences. **Staff. 1-4**

Independent Study (GEOS-363) **Staff. 1-4**

Independent Study (GEOS-364) **Staff. 1-4**

Advanced Topics in Geoscience (GEOS-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Field Course (GEOS-400) A B.S. major in Geosciences must register for an approved summer field course offered by any one of a number of universities. Upon the successful completion of the course, the student receives credit transferable to their record at Denison. **Staff. 4-8**

Selected Topics in Geoscience (GEOS-401) An advanced seminar or problem-oriented course which involves a semester-long investigation of such topics as field techniques in geosciences, advanced structural geology, geochemistry, or geomorphology. **Staff. 2-3**

Selected Topic in Geography (GEOS-402) An advanced seminar or problem-oriented course which involves a semester-long investigation of a global perspective in such issues as ocean resources and territorial rights, population growth, and food needs. Prerequisite: one of the existing 200 level courses or permission of instructor. **Staff. 3**

Senior Research (GEOS-451) Staff. 4

Senior Research (GEOS-452) Staff. 4

Honors Project (GEOS-461) Staff. 4

Honors Project (GEOS-462) Staff. 4

German

Faculty

Professor Charles O'Keefe, Chair

Professor Gary Baker, Assistant Professor Gabriele Dillmann; Adjunct Associate Professor John D. Kessler; Visiting Assistant Professor Jill Gillespie; Academic Secretary Susan Hill

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of our own culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and various areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see "Off Campus Programs"). Opportunities for students to improve their command of the language are provided on the campus by the language tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

German Major

Students majoring in German must take a minimum of nine courses beyond German 211. Major electives would include German 250 and any combination of 300- or 400-level classes. Five of the nine courses are obligatory:

213-Intermediate Conversation and Composition (or equivalent)
214-Communication and Writing Skills
304 or 305-German Culture and Civilization
311-Introduction to German Literature
Senior Project

Two of the four remaining required courses must be in literature, taken from Denison's course offerings or equivalent courses offered by an approved program abroad. The other two courses can be advanced language or civilization courses. Seniors complete one major project in the context of a 300-level course taken in the senior year.

German Minor

A student minoring in German must take at least three advanced language courses above the 211 level, one literature course, and one course in area studies. Recommended courses:

German 213-Intermediate Conversation
German 214-Communication and Writing Skills
German 250-Readings in German Literature and Culture
German 304 or 305-German Culture and Civilization
German 311-Introduction to German Literature or one other literature course

Additional Points of Interest

General Departmental Regulations Students planning to major in the Department are advised to begin course work in the first year. Those wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The language requirement should be completed by the end of the junior year.

Multimedia Language Learning Center An important asset of the Department is the Multimedia Language Learning Center. With its 27 Macs, zone-free DVD player, multi-standard VCR, and a Polycom Viewstation for videoconferencing, the MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar drills to research as well as discussions on authentic materials published on the web. The area is designed not only for individualized instruction but also for group work and small seminars that use multimedia materials for class discussion.

Cultural Enrichment Each semester the Department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

Fellows 103 The Modern Languages Virtual Lounge in Fellows 103 offers the Denison community a wide range of technological devices with which to enrich their learning experiences. This room is equipped with a 52 inch flat screen TV which is connected to two satellite dishes. One dish allows us to receive French TV5 and Chinese TV9. The other dish provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR and a zone-free DVD player. The lounge has a ceiling-mounted data projector which connects to a networked Apple computer, the DVD player and the VCR. This area also has a Polycom videoconferencing unit which allows us to connect with students at other universities and chat with them about their perspectives on various issues.

Course Offerings

High School Language (GERM-094) Staff. 0

Beginning German I (GERM-111) A comprehensive introductory course in German develops the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major. **Baker, Dillmann, Gillespie. 4**

Beginning German II (GERM-112) A comprehensive introductory course in German develops the four basic skills: aural comprehension, speaking, reading and writing. Does not count as credit toward a major. **Baker, Dillmann, Gillespie. 4**

Introductory Topics in German (GERM-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Intermediate German (GERM-211) The course is designed to improve comprehension of spoken and written German and to advance conversational skills. Grammar will also be reviewed. Prerequisite: 112 or placement. **Baker, Dillmann. 4**

Intermediate Conversation and Composition (GERM-213) Intensive practice in conversational skills on the intermediate level. Work in the Multimedia Center and composition will constitute a part of the course. This course satisfies Denison Oral Communication requirement. Prerequisite: 211 or placement. **Baker, Dillmann, Gillespie. 4**

Review: Communication and Writing Skills (GERM-214) Intensive review of grammar and writing skills which aims to increase oral and written accuracy. Conducted in German. Prerequisite: 211 or consent. **Baker, Dillmann. 4**

Readings in German Literature and Culture (GERM-250) The course guides and instructs students to analyze, understand and evaluate a variety of texts. They will read several selections of short prose, poetry and one or two plays. Although the emphasis is on reading and writing, there is ample opportunity to improve conversational skills. Conducted in German. Prerequisite: 211 or 213 or consent. **Baker, Dillmann. 4**

Intermediate Topics in German (GERM-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Special Topics Seminar (GERM-302) A seminar with an emphasis on culture and literature focusing on a specific theme or topic. Topics such as Berlin, national identity, love literature of the 90s and film adaptations of German novels have been taught in the past. Prerequisite: 213 or 214 or 250. **Baker, Dillmann, Gillespie. 4**

German Culture and Civilization: 19th Century to 1933 (GERM-304) German culture in its historic context of the 19th century to 1933. Study of the development of German culture and civilization as represented in literature, art, architecture, philosophy, music and film. Conducted in German. Prerequisite: Two semesters of intermediate level German or consent. **Baker, Dillmann. 4**

German Culture and Civilization: 1933 to Present (GERM-305) German history and culture from 1933 to present. Study of the development of German culture and civilization as represented in literature, art, architecture, philosophy, music and film. Special emphasis on Germany and Austria as multicultural societies. Conducted in German. Prerequisite: Two semesters of intermediate level German or consent. **Baker, Dillmann. 4**

Introduction to German Literature (GERM-311) The goal of the course is to train the students in the techniques of reading, interpreting and evaluating literature. An equal amount of time (approximately four weeks) is devoted to short prose fiction, drama and poetry. Short compositions in German throughout the semester constitute an essential element of the course. Conducted in German. Prerequisite: 213 or 214 or 250 or consent. **Baker, Dillmann, Gillespie. 4**

German Literature and Film (GERM-312) A close study of works by Mann, Kafka, Hesse, Boll, Grass and others. Films by directors such as Lang, Fassbinder, Herzog, von Trotta, Wenders and others are also a focus of this course. Prerequisite: 311 or consent. **Baker, Dillmann, Gillespie. 4**

German for Commerce (GERM-315) Advanced language course with emphasis on commercial practices, business culture and economic situation of German-speaking countries. Focus on interpersonal communication, employment opportunities using the German language, and training in the correspondence and vocabulary of commerce. Prerequisite: two semesters of intermediate level German or consent. **Baker. 4**

The Romantic Period in German (GERM-321) A study of the works of Novalis, Tieck, Brentano, Eichendorff, Hoffmann, Heine. Prerequisite: 311 or by consent. **Baker, Dillmann. 4**

19th Century Prose and Drama (GERM-322) Buchner, Hebbel, Keller, Meyer, Storm, Fontane, Hauptmann and others. Prerequisite: 311 or consent. **Dillmann, Baker. 4**

Directed Study (GERM-361) Staff. 1-4

Directed Study (GERM-362) Staff. 1-4

Independent Study (GERM-363) Staff. 1-4

Independent Study (GERM-364) Staff. 1-4

Advanced Topics in German (GERM-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Project (GERM-441) Senior German majors register for this credit with a regularly scheduled 300-level class. **Baker, Dillmann, Gillespie. 1**

Senior Research (GERM-451) Staff. 4

Senior Research (GERM-452) Staff. 4

Honors Project (GERM-461) **Staff. 4**

Honors Project (GERM-462) **Staff. 4**

Greek

Faculty

Professor Timothy P. Hofmeister; Associate Professor Garrett Jacobsen

Departmental Guidelines and Goals

The Department of Classics offers courses in the languages, history and civilization of ancient Greece and ancient Rome. The curriculum focuses on traditional elements of classical philology in Greek and Latin, but at the same time, through the study of major classical authors and literary genres, students are introduced to the intellectual, social and cultural milieu of classical antiquity. As a discipline with a long tradition in the liberal arts, we emphasize the integration of knowledge and experience, we encourage interdisciplinary approaches to understanding, and we expect students to develop critical skills of analysis applicable in universal situations. From the Homeric world of gods and heroes to the politics and society of imperial Rome, students become engaged with a civilization both familiar and alien, as they confront the continuities and discontinuities of western society.

Minor Degrees

Students may choose to minor in ancient Greek. For the minor in Greek, students must complete 16 credits of Greek at the 211 and advanced 300 levels, and CLCV 201 (Ancient Greece).

Course Offerings

High School Language (GRK-094) **Staff. 0**

Elementary Greek (GRK-111) An introduction to the fundamental morphology and syntax of ancient Greek. Exercises in grammar and translation are based primarily upon quotations from Greek literature and the New Testament. No prerequisites. (Offered Fall only) **Hofmeister. 4**

Intermediate Greek (GRK-112) Advanced study of ancient Greek grammar and language. Emphasis is given to the development of translation skills by reading extended passages of Greek. Prerequisite: GRK 111. (Offered Spring only) **Hofmeister. 4**

Introductory Topics in Greek (GRK-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Greek Prose & Poetry (GRK-211) Readings from ancient Greek. Selections range from Homer to the New Testament. Prerequisite: GRK 112 or consent of instructor. (Offered Fall only) **Hofmeister. 4**

Greek Orators (GRK-301) Selections from the speeches of Lysias and Demosthenes. Special attention is paid to the social and historical context of persuasion in ancient Greece. (Not offered 2005-2006) **Hofmeister. 4**

Greek Comedy (GRK-302) Selected plays of Aristophanes and Menander. This course considers the context of performance of Old and New Comedy, the changing historical background, and the evolution of the audience in Athens. (Not offered 2005-2006) **Hofmeister. 4**

Greek Historians (GRK-311) Study of the works of Herodotus and Thucydides. Both are read as examples of Greek historiography and as sources for Greek history. (Offered Fall 2005) **Hofmeister. 4**

Greek Elegiac and Lyric Poetry (GRK-312) Readings from the body of extant Greek elegy and lyric. Emphasis is on the context of oral performance of early Greek poetry. (Not offered 2005-2006) **Hofmeister. 4**

Greek Epic (GRK-321) Study of either the Iliad or Odyssey of Homer. Some attention will also be given to the subsequent development of the epic poem within Western literary tradition. (Not offered 2005-2006) **Hofmeister. 4**

Greek Tragedy (GRK-322) A careful reading of one play by each of the three great tragic poets: Aeschylus, Sophocles, and Euripides. (Not offered 2005-2006) **Hofmeister. 4**

Plato (GRK-331) Study of a major dialogue. The focus will be on the philosophical argument of the text, with additional consideration of Plato as literary artist. (Not offered 2005-2006) **Hofmeister. 4**

Readings in the New Testament (GRK-332) Reading of one book of the Gospels or The Revelation of John. (Not offered 2005-2006) **Hofmeister. 4**

Directed Study (GRK-361) Prerequisite: GRK 211 or consent of instructor. **Staff. 1-4**

Directed Study (GRK-362) Prerequisite: GRK 211 or consent of instructor. **Staff. 4**

Independent Study (GRK-363) Prerequisite: GRK 211 or consent of instructor. **Staff. 1-4**

Independent Study (GRK-364) Prerequisite: GRK 211 or consent of instructor. **Staff. 4**

History

Faculty

Professor Donald G. Schilling, Chair

Professors Barry C. Keenan, Dale T. Knobel, Margaret Meriwether, Donald G. Schilling, Mitchell Snay; Assistant Professors Michael Behrent, Adam J. Davis, Catherine L. Dollard, Lynn Gorchov, Herman D. Graham, Frank T. Proctor; Academic Secretary Deborah Bennett

Departmental Guidelines and Goals

By promoting a close working relationship between students and faculty in both survey and specialized courses, the Department of History seeks to develop in its students an appreciation for the complexity of the past, an ability to use the tools and methods of the historian, a recognition of the importance of historical knowledge for understanding the present. The department strives to foster the fundamental skills and abilities and to cultivate the attitudes of mind which prepare students for life after Denison.

History Major

The department requires 36 hours (or nine courses) of work in history, including a minimum of two advanced courses. The department believes it necessary for a major to achieve some competence in the following four areas of history: American; Medieval or Early Modern European; Modern European; and Non-Western history. Working together, the student and his or her adviser should determine the best way to approach each area. Students may demonstrate competence in an area in one or more of the following ways: Advanced Placement, superior high school training, proficiency examination, or by taking one or more courses in an area.

Upon declaring his/her major, the student should enroll in an entry-level proseminar (History 290). Although each seminar will focus on a special field, theme, or topic, all students will be exposed to different approaches to history and to the nature of historical interpretation. As a senior, the student is required to take either a seminar (History 430) or complete two semesters of either senior research or senior honors. This requirement assures each major the opportunity to engage in his/her own historical research and writing and to share that experience with others.

A working knowledge of a foreign language is desirable for all majors; those planning on graduate school should start a second language if possible. (Graduate schools usually require a reading knowledge of French and German or one of those plus another language such as Spanish or Russian, depending on the research needs of the candidate.)

History Minor

The department requires a minimum of 24 hours (or six courses) of work in history for a minor. Students must demonstrate competence in the four areas discussed above and must enroll in the entry-level proseminar (History 290).

Major with a concentration option

Students may select the option of focusing upon a particular period, region, national tradition or a thematic approach to their study of the past. Those who choose to concentrate will be subject to the same general requirements as other majors. They must have four areas of competency, History 290 (Doing History), either a senior seminar or senior research and at least two courses at the 300 (or above) level. They may take more than one History 290 if topics are appropriate to their concentrations. And they will be allowed to use one cognate course in another department to count as one history course in completing their major design. For example, someone concentrating in American history could utilize an American literature course or a political science course dealing with the American political process as part of the history major. While staff will certainly be willing to assist them, students who decide to concentrate will be responsible for drawing up their own plans of study, plans which the department must approve.

Course Offerings

Introductory Topics in History (HIST-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

The Origins of Europe: Medieval Society (HIST-203) A survey course on the rise of western Christendom. Topics will include religion and society during late antiquity, the making of Byzantine civilization, monasticism, the process of Christianization, the Carolingians, the Vikings, ecclesiastical reform, the crusades, the renaissance of the twelfth century, the Gothic world, and the Black Death. **A.J. Davis. 4**

Early Modern Europe (HIST-204) A survey of the political, social, cultural, and intellectual developments in European history from the Black Death in 1348 to the French Revolution in 1789. Topics will include Renaissance humanism, the Protestant and Catholic Reformations, the age of exploration, the Religious Wars, absolutism and constitutionalism, the scientific revolution, and the Enlightenment. **A.J. Davis. 4**

Modern Europe (HIST-211) A survey course in the history of Europe from the French Revolution to the present which examines those major forces which shaped the modern world. Topics include the industrial revolution, war, revolution and counter-revolution, nationalism and the movement for European unity, and the struggle between freedom and order. **Behrent, Schilling. 4**

American Civilization to 1865 (HIST-221) A survey of the American past from the Revolution through the Civil War. **Snay. 4**

American Civilization Since 1865 (HIST-222) A survey of U.S. history from Reconstruction after the Civil War to the present day. **Graham or Gorchov. 4**

African-American History (HIST-225) A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in the first year if used to fulfill G.E. requirement). **Graham. 4**

Traditional East Asian Civilization (HIST-232) The civilization of China and Japan from classical times to the 19th century. Topics treated: the unique staying power of the 2000-year tradition of the Chinese dynastic state; the distinctive religious and scientific traditions that flourished under the scholar-official bureaucracy of imperial China; the Japanese samurai ideal, centralized feudalism and lasting Japanese cultural monuments. **Keenan. 4**

Modern East Asia (HIST-233) Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor and the significance of the Korean War in East Asia. **Keenan. 4**

Pre-Colonial African History (HIST-234) Beginning with a focus on the great West African empires, the course then studies the trans-Atlantic slave trade, the Swahili coast and ends with the history of African societies and settler colonialism in Southern Africa. **Staff. 4**

An Introduction to Modern Africa (HIST-235) In Africa, the 1990s witnessed the ending of Apartheid and the election of Nelson Mandela as the first democratically elected president in a South Africa. In this course we will examine myths about Africa, the history of colonialism on the continent in the 19th and 20th centuries, the struggles for independence from the 1930s through the post World War II era, as well as contemporary debates about the challenges facing the continent. We will use some novels, memoirs and videos, as well as scholarly articles in order to try to grapple with the history of colonialism and the postcolonial era in Sub Saharan Africa. We will not be able to cover all of modern African history, but we should emerge with an appreciation of the complicated histories of different African societies and the degree to which they shape the contemporary moment. **Staff. 4**

Islamic Civilization Before 1800 (HIST-237) A survey of the history of the Islamic Middle East from the rise of Islam to the 1800s. Beginning with the revelation of Islam and the emergence of the first Islamic Empire in the seventh century A.D., the course will examine the formation and development of Islamic Civilization through a study of religion, political theory and practice, social structure, art, literature and the sciences. **Meriwether. 4**

The Modern Middle East (HIST-238) This course examines the transformation of the Middle East in the 19th and 20th centuries. It will cover such topics as political reform, integration into the world economy, changing role of religion, debates about women and gender, the rise of nationalism and recent political struggles such as the Palestinian-Israeli conflict. **Meriwether. 4**

American Women's History (HIST-240) This course surveys the history of women in the United States from 1870-1980. We will emphasize the experience of women of all races, classes and sexual orientation - women who entered the paid labor force in increasing numbers at the turn of the century and non-wage earning women who performed work integral to the survival of their families. **Gorchov. 4**

Women in Modern Europe (HIST-241) This course surveys the history of women in Europe from 1700 to the present. Topics covered include women in revolutions, the effect of industrialization on women and the family, changing views of sexuality, women's rights movements and socialism, the female experience of world wars, women under fascism and women in the welfare state. **Dollard. 4**

Modern Britain (HIST-253) This course will examine the development and growth of democracy and the public sphere from the Glorious Revolution of 1688 to 1914. Themes will include the industrial revolution, the creation of a working class, changes in the family and culture, the acquisition and loss of an Empire, and the impact of war. **Staff. 4**

Modern France (HIST-258) A survey of French history from the Revolution of 1789 through the present. Topics covered include the tension between monarchy and republic, the growth of socialism and working-class consciousness, the birth of modernism in literature, painting and music, the experience of occupation in World Wars I and II and the dissolution of the French empire. **Behrent. 4**

Modern Germany (HIST-259) This course examines German history from the events leading up to the unification of the German state in 1871 through reunification in 1990. The course focuses on the shifting constructions of German national identity through 19th century expansion, defeat in two world wars, the Weimar and Nazi eras and Cold War division. **Dollard. 4**

A History of the American South (HIST-266) This course will cover selected topics in Southern history from the establishment of the Southern colonies in the 17th century to the civil rights struggle of the 1960s. It will explore the basic economic, social and political facets of Southern history, as well as such specific issues as race relations and the Southern literary imagination. Throughout the course, an attempt will be made to define the factors that made the South such a distinctive and important region in American history. **Snay. 4**

Renaissance Italy (HIST-280) An examination of the political, social, cultural, and intellectual developments in Italy during the Renaissance. Topics will include the politics of the Italian city-states, mercantile culture, humanism, religious life, art and architecture, patronage, the impact of print, and diplomacy and war. **A.J. Davis. 4**

Studies in History (HIST-281) Intensive study of selected periods or topics in American History at the introductory level. May be taken more than once. **Staff. 4**

Studies in History (HIST-282) Intensive study of selected periods or topics in Ancient or Medieval History at the introductory level. May be taken more than once. **Staff. 4**

Studies in History (HIST-283) Intensive study of selected periods or topics in Early Modern European History at the introductory level. May be taken more than once. **Staff. 4**

Studies in History (HIST-284) Intensive study of selected periods or topics in Modern European History at the introductory level. May be taken more than once. **Staff. 4**

Studies in History (HIST-285) Intensive study of selected periods or topics in Non-Western History at the introductory level. May be taken more than once. **Staff. 4**

Doing History (HIST-290) A proseminar serving as an introduction to the study of history. Each seminar will focus on a special field, theme, or topic, but all students will be introduced to certain critical skills of historical analysis, distinctive approaches, schools, or methods of historical writing and the nature of historical synthesis. (Open only to prospective History majors or minors who have sophomore or junior standing.) **Staff. 4**

Intermediate Courses in History (HIST-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Colonial America, 1600-1763 (HIST-301) A study of the economic, social and political aspects of American History during the 17th and 18th centuries. **Snay. 4**

The Revolutionary Transformation of America: 1760-1815 (HIST-302) A comprehensive study of the political philosophy, constitutional development, revolutionary excitement and military events of the American Revolution. **Snay. 4**

The Age of Jefferson: The United States, 1789-1815 (HIST-303) The United States as both a nation and a political state was forged during the two decades following the American Revolution. The foundations of the federal government were established during the 1790s and under the Republican administrations of Jefferson and Madison. Facing serious diplomatic challenges, the United States began to establish itself in the international community. The era also witnessed fundamental changes in racial, ethnic, and gender relations within American society. The course will offer a close examination of this pivotal period in American history. **Snay. 4**

The Age of Jackson: The United States, 1815-1848 (HIST-304) The early decades of the 19th century witnessed fundamental structural changes in the economy, society and politics of the United States. This course will examine the consequences of this rapid growth. It will trace the evolution of capitalism, the rise of a middle class culture, the development of a two-party political system, and the national quest for self-identity and unity. **Snay. 4**

The Civil War and Reconstruction: The United States, 1848-1877 (HIST-305) An exploration of the causes and consequences of the Civil War. The course will examine such topics as the breakdown of the political process in the 1850s, the secession crisis, the transformation of Northern and Southern societies during wartime, and the African-American experience of emancipation. **Snay. 4**

Recent American History: 1914-1945 (HIST-311) An analysis of the often conflicting features of American social, economic, and political life from World War I through World War II. **Graham. 4**

Recent American History: 1945 to Present (HIST-312) A study of American society from the end of World War II and the beginnings of the Cold War to the present. **Graham. 4**

America's Rise to World Power (HIST-314) This course will attempt to weigh the impact America's coming of age as a great power has had upon U.S. society and upon the rest of the world. Utilizing a mixture of diplomatic and military history, the course seeks to evaluate how the U.S. has felt about war, peace, and the professional military and the concept of America's "Mission" which had led us both into imperialism and isolationism. **Graham. 4**

Selected Topics in Middle Eastern History (HIST-321) Intensive study of topics in pre-modern and modern social, political and cultural history. Topics change from year to year. **Meriwether. 4**

History of Southern Africa (HIST-325) In the late 20th century, the people of Southern Africa are searching for solutions to past and present conflicts in order to create a more hopeful future, but the burden of a history marked by domination, exploitation, and conflict, weighs heavily on the present. Can South Africa move beyond apartheid? Can peace and stability replace civil war in Angola and Mozambique? Can the countries of the region work together to achieve a higher level of material well-being for the people? This course will pursue these questions through an historical analysis of the development of South Africa and its neighbors and their interaction, especially in the last two centuries. **Staff. 4**

The Confucian Classics (HIST-326) An examination of the basic texts of the East Asian cultural tradition that define human nature, and what it is to be moral, and a complex political philosophy. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean and Japanese people. Research papers may focus on the original canon, or on their application to any of the cultural traditions mentioned above. **Keenan. 4**

Confucian and Communist China (HIST-327) The major reforms in socialist China after 1976 raised issues of recurrent importance in China's twentieth century history. This course systematically compares the reforms that redefined Confucian institutions after 1895 with the post-Mao reforms of communist China. Common themes emerge: the repression of the radical 1898 reforms and the repression of the 1989 Tiananmen democracy movement; the challenge of the decentralization of state-run economies; inventing unprecedented legal and judicial protections for private enterprise; and cultural iconoclasm towards Chinese tradition. Could modernization in Confucian or communist China propel the economy forward without inducing politically revolutionary results? Could the intellectual elite relate to established political power without selling out their objectivity, or inducing repression? **Keenan. 4**

East Asia Since World War II (HIST-328) This course is a systematic political history of East Asia from 1940 to the present. China, Japan, Korea, and Vietnam are covered in detail with comparative study of selected aspects of Indonesian and Philippino history. Themes include: the division of the Korean peninsula and the political identity of the north; Japan's Pacific War and the succeeding American Occupation of Japan; Vietnam at war, 1945-1975; the Chinese Civil War of 1945, and the reforms instituting market socialism from 1975 to 1995. **Keenan. 4**

The Renaissance and Reformation of the 12th Century (HIST-331) An intensive research seminar that considers both the ecclesiastical reforms and cultural and intellectual revival that marked the "long twelfth century" in western Europe. Topics include ecclesiastical reform, medieval humanism, theologians and philosophers, mysticism, the discovery of the individual, the reception of Aristotle, the revival of Roman law, Gothic architecture, and the rise of the universities. **A.J. Davis. 4**

Jews and Christians in the Middle Ages (HIST-335) A seminar that examines the relationship between Jews and Christians in medieval Europe. Through a wide range of primary sources, written by medieval Christians and Jews, we will attempt to reconstruct how Christians and Jews imagined each other and what motivated them to act in the way that they did. We will examine some of the contexts for Jewish-Christian interaction and will explore the interdependence of Jews and Christians, economically, politically, and psychologically. Topics will include the medieval church and Jews, the legal status of Jews in the medieval state, economic roles, biblical exegesis, forced disputation, conversion, the crusades, accusations of host desecration and ritual murder, and expulsion. **A.J. Davis. 4**

Europe at Its Zenith (HIST-350) This course explores the relationships between culture, society, economics, and politics in Europe between 1870 and 1914, an era of European global dominance. **Schilling. 4**

Origins and History of World War I (HIST-351) An examination of the causes and conduct of The Great War. The course addresses diplomatic and political events that led to the war and studies the military evolution of the war. The course also focuses extensively on the cultural mood before and after the war. **Dollard. 4**

Origins and History of World War II (HIST-352) An examination of the causes and conduct of the Second World War, this course explores key features of the military history of the war as well as archetypal human experiences during this period of global, total war. **Schilling. 4**

20th Century Europe: Politics and Culture (HIST-353) An examination of the complex interplay of politics and culture in the tumultuous European twentieth century. A series of case studies (Stalinist USSR, Fascist Germany, postwar Yugoslavia, among others) form the material addressed in the course. **Dollard. 4**

The Rise and Fall of Nazi Germany (HIST-354) This course examines the origins, nature, and consequences of the National Socialist movement and state in the context of modern German history. **Schilling. 4**

Directed Study (HIST-361) Staff. 1-4

Directed Study (HIST-362) Staff. 1-4

Independent Study (HIST-363) Staff. 1-4

Independent Study (HIST-364) Staff. 1-4

Studies in History (HIST-380) Intensive study of selected periods or topics in History. May be taken more than once for credit. **Staff. 4**

Studies in History (HIST-381) Intensive study of selected periods or topics in American History. May be taken more than once for credit. **Staff. 4**

Studies in History (HIST-382) Intensive study of selected periods or topics in Ancient or Medieval History. May be taken more than once for credit. **Staff. 4**

Studies in History (HIST-383) Intensive study of selected periods of topics in Early Modern European History. May be taken more than once for credit. **Staff. 4**

Studies in History (HIST-384) Intensive study of selected periods or topics in Modern European History. May be taken more than once for credit. **Staff. 4**

Studies in History (HIST-385) Intensive study of selected periods or topics in Non-Western History. May be taken more than once for credit. **Staff. 4**

Research Seminars (HIST-390) These are topical courses that focus on the process of doing research and culminating in the writing of a major research paper. **Staff. 4**

Advanced Topics in History (HIST-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Seminar (HIST-430) Required of senior history majors. These courses are capstone integrative seminars that involve the preparation of an academic autobiography and the revision of a paper written in an earlier history course. **Staff. 4**

U.S. and the Middle East (HIST-435) Staff. 4

Senior Research (HIST-451) Research in selected topics of History. **Staff. 4**

Senior Research (HIST-452) Research in selected topics in History. **Staff. 4**

Honors Project (HIST-461) Individual work for honors. **Staff. 4**

Honors Project (HIST-462) Individual work for honors. **Staff. 4**

Honors Program

Faculty

Director: Kent Maynard, Professor of Sociology/Anthropology

Director of Fellowships: Michael Mickelson, J. Reid Anderson Distinguished Professor Emeritus of Physics and Astronomy

Assistant to the Program: Cookie Sunkle

Faculty Teaching in the Honors Program (Fall 2005) R. Abram (Art), A. Bradner (Philosophy), A. Davis (History), J. Gillespie (Modern Languages), J. Grabski (Art History), J. Greene (Cinema), J. Grimshaw (Music), H. Heft (Psychology), X. Lian (Modern Languages), B. Llanos (Modern Languages), A. Mannur (English), M. Meriwether (History), G. Miller (Dance), K. O'Neil (Sociology/Anthropology), J. Pletcher (Political Science), D. Read (English), L. Robertson (Education), E. Saranovitz (Communication), J. Sperling (Art History), H. Van Broekhoven (Religion), H. Wiley (Religion), A. Ziegert (Economics).

Program and Seminar Guidelines

The Honors Program is designed especially for outstanding students. The program sponsors many different activities that promote intellectual and artistic excellence. Central to its mission is a rich array of seminars offered every semester. Course topics often vary to reflect current intellectual debate, but seminars occur across all four divisions of the college, and at both the introductory and more advanced levels. We especially encourage courses that feature multiple intellectual and/or disciplinary perspectives, and those involving more experimental topics or course designs. Honors seminars ought to include a significant research component and/or artistic endeavor; they should foster a sense of intellectual intimacy and a shared delight in exploring a topic in unusual depth.

To facilitate discussion and active involvement, classes are normally limited to 15 students. Most Honors courses fulfill a General Education requirement, and many can be used toward a student's major or minor. Students with a 3.4 GPA or above may register for Honors seminars; however, upon a faculty recommendation to the Honors Program Director, a student who excels in a particular area may also be invited to enroll in an Honors seminar. Students may enroll in one or more Honors courses per semester.

Honors Seminars and the First-Year Student

Each semester, several Honors seminars are directed solely toward highly talented first-year students. Entering students with outstanding secondary school records are invited to participate in the Honors Program immediately in the Fall semester of their first year. Following the first semester at Denison, additional first-year students with a 3.4 GPA or above receive invitations to participate. However, students may join the Honors Program at later points in their Denison career should they achieve the requisite 3.4 GPA. *Please Note: All Honors seminars at the 100-level meet one First-Year Studies 102 General Education requirement.*

Academic Structure of the Honors Program

A student may graduate with honors from Denison, as well as graduate in the Honors Program. To graduate "with honors" *(summa,magna* or *cum laude)* requires a 3.4 GPA or above, a senior Honors project, and in some cases specific departmental requirements. Please see the Special Academic Honors section of the Catalog for a more detailed discussion.

To be a member of and to graduate "in the Honors Program," a student must meet the following requirements:

1. Achieve and maintain a 3.4 GPA, or above, by the end of the sophomore year.

2. Complete the forms declaring the intention to graduate in the Honors Program no later than pre-registration time in the fall of the junior year.

3. Complete at least two Honors seminars during the first four semesters.

4. Complete at least four Honors seminars during the Denison career (no more than one of which may be taken S/U)

5. Complete a senior Honors project in a department or program, in accordance with University policies governing such projects.

Please note that a student may enroll in Honors seminars without choosing to graduate in the Honors Program.

Activities of the Honors Program

The Director of Fellowships assists students applying for prestigious national and international scholarships to help underwrite their education at Denison, or programs after they graduate. These include the Rhodes Scholarship to Oxford, the Marshall, Fulbright, and the Harry S. Truman Scholarships, the Barry M. Goldwater Scholarship in Science and Mathematics, the Morris K. Udall Scholarship in National Environmental Policy, National Science Foundation Fellowships, and other major grants. Denison is proud of its many students and alumni who have won such awards, and the Honors Program is dedicated to working with students throughout their Denison careers to facilitate their applications.

The Honors Program wishes to promote intellectual, artistic and social excellence in all areas of the University, for students, faculty and staff alike. Each semester the Program hosts four Chowder Hours, where guests from across the campus are treated to a presentation on a special topic over a luncheon prepared by a member of the staff or faculty. Two other series, Musings and Faculty Fridays, celebrate the significant scholarly and artistic accomplishments of Denison faculty. Visiting scholars and artists meet regularly with students in the Honors Program. Recent guests include the incomparable musician Bobby McFerrin, the feminist theorist Judith Butler, and the actor and Denison alumnus John Schuck '62, starring in "Annie."

Gilpatrick House and Residential Options for Honors Students

Gilpatrick House, the home of the Honors Center, is a lovely Victorian house, centrally located on the campus. The ground floor features a well-appointed seminar room, a Commons for discussion groups and informal seminars, and the administrative offices of the Honors Program. The upstairs provides a residence area for ten students in the Honors Program. The Gilpatrick Fellow assists in planning extracurricular events for Honors students, including trips to theatre and arts venues in Columbus, and a variety of sports and social service activities.

Curriculum of the Honors Program

Honors courses are integrated with the wider curriculum and do not constitute a distinct track. Both seminar topics and faculty members teaching in the Honors Program vary continually. Each semester, the Honors Program prepares a list of detailed course descriptions. If you would like this publication, please contact: The Honors Program, Denison University, P.O. Box M, Granville, Ohio 43023 or email sunkle@denison.edu.

Although the curriculum differs each semester, the following are examples of Honors seminars offered on a fairly regular basis:

HNRS 127: The Actor's Art: Transforming the Printed Word into Live Action
HNRS 131: Cryptology and Number Theory
HNRS 132: Non-Euclidean Geometry
HNRS 132: The Art of Mathematical Thinking
HNRS 135: Physics and the Sound of Music
HNRS 141: The Scientific Psychology of Addiction: Drugs, Food, Love, Sex, Sports and More
HNRS 142: BioSocial Dimensions of Behavior
HNRS 166: Plagues and Peoples: The Role of Disease in History
HNRS 167: The Literature of Exploration and Travel
HNRS 168: Shakespeare: A Textual, Cultural and Theatrical Inquiry
HNRS 168: American Ethnic Literature: New Problems, Challenges, and Advantages
HNRS 168: Fabled Lands and Imaginary Places
HNRS 172: Comparative Mythology
HNRS 174: The Myth of the Hero: The Individual and Society
HNRS 175: Philosophical Inquiry: Making Sense of the World, Others, and Ourselves
HNRS 176: Biomedical Ethics
HNRS 181: Women and the US Economy: The Case of the Economics Profession
HNRS 182: Perspectives on the American Economy
HNRS 185: Democracy and Foreign Affairs: America in Vietnam
HNRS 187: Human Nature and Sociocultural Diversity
HNRS 188: Sexual Inequality: Work, Sex, Politics, and Power

HNRS 190: The Person in Literature: The Interplay Between Narrative and Identity
HNRS 196: Varieties of Environmentalism
HNRS 227: Vaudeville and American Culture: 1875-1935
HNRS 229: Women and the Arts
HNRS 265: The Holocaust in History: Confronting Evil
HNRS 265: Manhood in America: 1861 to the 1990s
HNRS 268: James Joyce's *Ulysses*
HNRS 278: Family (Values) in the New Testament
HNRS 282: The Political Economy of Social Security Reform: Will You Still Feed Me When I'm 64?
HNRS 288: Comparative Therapeutic Systems
HNRS 288: Non-Governmental Organizations, Development, and Human Rights
HNRS 298: Archaeoastronomy and Greek Temples: Gods in the Light of the Sun

Interdepartmental

Course Offerings

The Homestead Seminar (INTD-250) Staff. 2

Directed Study (INTD-361) Staff. 1-4

Directed Study (INTD-362) Staff. 1-4

Independent Study (INTD-363) Staff. 1-4

Independent Study (INTD-364) Staff. 1-4

Oak Ridge Science Seminar (INTD-399) Research at Oakridge Laboratory at Oak Ridge, Tennessee. **Staff. 4 or 8**

Senior Research (INTD-451) Staff. 4

Senior Research (INTD-452) Staff. 4

Interdepartment Writing Project (INTD-453) Staff. 1-4

Interdepartment Writing Project (INTD-454) Staff. 4

Honors Project (INTD-461) Staff. 4

Honors Project (INTD-462) Staff. 4

International Studies

Committee

Gary Baker, Director

Gary Baker (Modern Languages), John Cort (Religion), Susan Diduk (Sociology/Anthropology), Joanna Grabski (Art), Herman Graham (History), Andrew Katz (Political Science), Andrew Law (Off-Campus Programs), Veerendra P. Lele (Sociology/Anthropology); Margaret Meriwether (History), Lisa Morrisette (Art and East Asian Studies), Isis Nusair (International Studies and Women's Studies), Sita Ranchod-Nilsson (International Studies), Donald Schilling (History), Bahram Tavakolian (Sociology/Anthropology), Program Assistant Truet McDowell

Departmental Guidelines and Goals

International Studies is a double major open to students who are also completing a second major in any of the disciplinary or programmatic majors offered at Denison. Students cannot major in International Studies as a single major. Students wanting to major in International Studies are encouraged to articulate a synergistic relationship between their other major and their program of study in International Studies. A double major in International Studies exposes students to frameworks that highlight connectedness on a global level in terms that are broadly historical and geographical. It also focuses on transnational processes involving, among other things, political regimes, cultural formations and economic relations.

International Studies Major

The general requirements for a major in International Studies are:

a) Three core courses in International Studies. These courses are taught by different members of the international studies faculty and should be taken in sequence with the Senior Capstone seminar taken in fall semester of the senior year.

b) Two foundation courses in theories and methodologies associated with the dominant paradigms of international studies: political economy and approaches to culture. Courses that fulfill this requirement are offered in numerous departments and programs. The list of courses is updated each semester and is distributed regularly by the International Studies Program.

c) Four courses organized into a thematic concentration. Concentrations are meant to be a focal point of a student's curricular plan, an area of scholarly interest where students seek more in-depth study. Individual students define a coherent thematic focus in terms of their own specific interests in consultation with an International Studies faculty advisor. The four courses selected for the concentration are drawn from regular departmental and programmatic course offerings. The courses selected should reflect the interdisciplinary nature of the International Studies Program. Students may include one on-campus independent study and up to two courses from an off-campus study program (subject to approval by the international studies committee and the Registrar).

d) One year of language training beyond the old General Education requirement. Where possible, language training should be consistent with the student's concentration and his or her off-campus experience. In most cases this additional year will be in the same language as that used to fulfill the General Education requirement, unless otherwise justified (eg. in special cases where the concentration might warrant studying another language).

e) Off-campus study experience that is relevant to the student's course of study. The off-campus experience can involve an approved off-campus study program, an internship related to International Studies or a Denison course that has a significant (at least 4 weeks) off-campus component. The off-campus experience should carry academic credit.

f) Students should declare their intention to major in International Studies by the second semester of their sophomore year. At that time, students submit a proposal in which they discuss the goals of their overall academic program, the linkages between their two majors, a curricular plan for both majors, their concentration in International Studies and their plans for off-campus study. The proposal should be based on discussions between the student and his or her academic advisor. The International Studies faculty committee must approve the proposal.

A total of three (3) courses may be double counted with the student's other major; of these, no more than two (2) of the concentration courses may be double counted.

Course Offerings

Introduction to International Studies: The Making of the Modern World (INTL-100) Introduction to themes, concepts and approaches to International Studies from an explicitly interdisciplinary perspective. The course explores key concepts such as modernity, culture and hegemony in the context of specific cultural and historical experiences of at least two regions. It also addresses multiple sources to explore the place or experience of the individual in global processes. **Baker, Nusair, Ranchod-Nilsson. 4**

Dilemmas in the International System (INTL-200) This course explores in specific, contextualized terms, particular dilemmas associated with increased linkages, interdependence and connection in the global system. Some of the dilemmas are reconstituted versions of historical problems involving competing claims to territory, human rights, war, over-population and global hunger. But other problems such as cultural imperialism, environmental degradation, and north-south conflict over "development" issues are intrinsic to the present period. The specific topic or dilemma addressed will vary according to the interest of the faculty member teaching the course. **Baker, Cort, Meriwether, Nusair, Ranchod-Nilsson, Tavakolian. 4**

Directed Study (INTL-361) Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **Staff. 1-4**

Directed Study (INTL-362) Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **Staff. 1-4**

Independent Study (INTL-363) Written consent. **Staff. 1-4**

Independent Study (INTL-364) Written consent. **Staff. 1-4**

Senior Capstone Seminar (INTL-400) This course is conducted as a seminar with a focus on theoretical framework and methodologies as they relate to a substantive topical focus. The specific nature of the topical focus will vary according to the interests of the faculty member teaching the course. This course also emphasizes the development of independent research interests, research skills and scholarly writing in connection with a research proposal based on individual students' interests. **Ranchod-Nilsson. 4**

Senior Research (INTL-451) Staff. 4

Senior Research (INTL-452) Staff. 4

Honors Project (INTL-461) Staff. 4

Honors Project (INTL-462) Staff. 4

Japanese

Faculty

Professor Charles O'Keefe, Chair

Assistant Professor Michael Tangeman; Academic Secretary Susan Hill

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of our own culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and various areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off Campus Programs). Opportunities for students to improve their command of the language are provided on the campus by the language tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Additional Points of Interest

General Departmental Regulations Students wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The language requirement should be completed by the end of the junior year.

Multimedia Language Learning Center An important asset of the Department is the Multimedia Language Learning Center. With its 27 Macs, zone-free DVD player, multi-standard VCR, and a Polycom Viewstation for videoconferencing, the MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar drills to research as well as discussions on authentic materials published on the web. The area is designed not only for individualized instruction but also for group work and small seminars that use multimedia materials for class discussion.

Cultural Enrichment Each semester the Department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

Fellows 103 The Modern Languages Virtual Lounge in Fellows 103 offers the Denison community a wide range of technological devices with which to enrich their learning experiences. This room is equipped with a 52 inch flat screen TV which is connected to two satellite dishes. One dish allows us to receive French TV5 and Chinese TV9. The other dish provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR and a zone-free DVD player. The lounge has a ceiling-mounted data projector which connects to a networked Apple computer, the DVD player and the VCR. This area also has a Polycom videoconferencing unit which allows us to connect with students at other universities and chat with them about their perspectives on various issues.

Although the Department of Modern Languages offers majors in French, German and Spanish, they also offer courses in other languages for the purpose of general education and support of other college programs. Courses in Japanese are listed below.

Course Offerings

High School Language (JAPN-094) Staff. 0

Beginning Japanese I (JAPN-111) A comprehensive introductory course in modern Japanese develops the four basic skills: aural comprehension, speaking, reading and writing. The two beginning courses will concentrate on correct pronunciation, an active vocabulary of 500-1000 words as well as basic grammatical patterns. **Tangeman. 4**

Beginning Japanese II (JAPN-112) A comprehensive introductory course in modern Japanese develops the four basic skills: aural comprehension, speaking, reading and writing. The two beginning courses will concentrate on correct pronunciation, an active vocabulary of 500-1000 words as well as basic grammatical patterns. Prerequisite: 111 or consent. **Tangeman. 4**

Intermediate Japanese I (JAPN-211) Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice. Prerequisite: 112 or consent. **Tangeman. 4**

Intermediate Japanese II (JAPN-212) Prerequisite: 211 or consent. **Tangeman. 4**

Introduction to Modern Chinese and Japanese Literature (JAPN-235) This course is designed to provide an introduction to modern Chinese and Japanese fiction for the student who has little or no background in the language, history, or culture of these countries. No prerequisite. This course cross-listed with EAST 235. **Tangeman. 4**

Modern Japan in Film and Literature (JAPN-273) Staff. 4

Japan's Modern Canon (JAPN-309) This course will consider English translations from the canon of modern (1868-present) Japanese literature to gain an understanding of the Japanese manifestations of such literary movements as Naturalism, Modernism and post-modernism. We will read the Naturalistic works of Tayama Katai (1872-1930); the lyrical, humanist fiction of Natsume Soseki (1867-1916); the novelistic experimentations with language and imagery created by Kawabata Yasunari (1899-1972); the evocative, decadent prose of Mishima Yukio (1925-1970); and the post-modern confessional fiction of Oe-Kenzaburo (1935-). **Tangeman. 4**

Directed Study (JAPN-361) Staff. 1-4

Directed Study (JAPN-362) Staff. 1-4

Independent Study (JAPN-363) Staff. 1-4

Independent Study (JAPN-364) Staff. 1-4

Senior Research (JAPN-451) Staff. 4

Latin

Faculty

Professor Timothy P. Hofmeister, Associate Professor Garrett Jacobsen

Departmental Guidelines and Goals

The Department of Classics offers courses in the languages, history and civilization of ancient Greece and ancient Rome. The curriculum focuses on traditional elements of classical philology in Greek and Latin, but at the same time, through the study of major classical authors and literary genres, students are introduced to the intellectual, social and cultural milieu of classical antiquity. As a discipline with a long tradition in the liberal arts, we emphasize the integration of knowledge and experience, we encourage interdisciplinary approaches to understanding, and we expect students to develop critical skills of analysis applicable in universal situations. From the Homeric world of gods and heroes to the politics and society of imperial Rome, students become engaged with a civilization both familiar and alien, as they confront the continuities and discontinuities of western society.

B.A. Degree in Latin

The major in Latin ideally enables a student to read fluently the language of ancient Rome and of authors and scholars from antiquity to the Renaissance. In addition to the elementary and intermediate Latin sequence, the curriculum provides courses on the major authors and genres of Latin literature from Roman comedy to Silver Age poetry. Advanced courses are conducted as seminars, and students read significant works in Latin, as well as examining the appropriate historical and cultural contexts and relevant critical theories. The major in Latin will fully prepare students to teach the language at the secondary level, and it will provide the necessary foundation for post-undergraduate study of Latin. Students, however, who are interested in a doctoral degree in Classics, should be aware that undergraduate preparation must include a commensurate amount of study in ancient Greek.

To complete the major in Latin, students must complete 24 credits in Latin at the 211 and advanced 300 levels, CLCV 202 (Ancient Rome), 8 credits in Greek, a minimum of 4 credits of Senior Research, and pass the Senior Comprehensive Examination.

Senior Comprehensive Examination

The Department of Classics requires all majors to pass a Senior Comprehensive Examination. This is a written and oral examination administered by the staff of the department, and it is completed in conjunction with the student's Senior Research project. In preparation for the examination, students will receive a reading list as the basis for a written translation examination and for an oral examination with general questions on literature and history; students also will be given the opportunity to share the results of Senior Research at a departmental Senior Symposium.

Latin Minor

Students may choose to minor in Latin. For the minor in Latin, students must complete 16 credits of Latin at the 211 and advanced 300 levels, and CLCV 202 (Ancient Rome).

Course Offerings

High School Language (LAT-094) Staff. 0

Elementary Latin (LAT-111) An introduction to the fundamental morphology and syntax of Latin. Exercises in grammar and translation are based primarily upon quotations from Latin literature. No prerequisite. (Offered in Fall only) **Jacobsen. 4**

Intermediate Latin (LAT-112) An introduction to advanced grammar and the idiomatic language of Latin. Emphasis is given to the development of translation skills by reading extended passages of Latin prose and poetry. Prerequisite: Latin 111 or consent of instructor. (Offered in Spring only) **Jacobsen. 4**

Latin Prose and Poetry (LAT-211) Readings from ancient and medieval Latin. Selections range from Cicero's philosophical works to the Aeneid of Vergil and some attention is given to the literature's relationship to cultural milieu. Prerequisite: Latin 112 or consent of instructor. (Offered in Fall only) **Staff. 4**

Roman Rhetoric (LAT-301) Selections from the orations and rhetorical treatises of Cicero. Consideration is given to the influence of rhetoric in politics and education. **Jacobsen. 4**

Roman Comedy (LAT-302) Selected works of the comic playwrights Plautus and Terence. Colloquial Latin, the definition of humor and the influences of Greek comedy are important topics. (Offered Fall 2005) **Jacobsen. 4**

Roman Historiography (LAT-311) Selections from the works of major Roman historians: Sallust, Livy and Tacitus. Emphasis will be given to the work of one author in matters of style, content and bias. **Jacobsen. 4**

Latin Lyric and Elegy (LAT-312) Selections from the Odes of Horace, the elegies of Propertius, and Ovid's Amores. Attention is directed to poetry as a vehicle of personal expression and social commentary. **Jacobsen. 4**

Latin Epic (LAT-322) The epic genre as defined by Roman poets. A typical focus is Vergil's Aeneid with some comparative analysis of epics written by Lucretius, Ovid and Lucan. **Jacobsen. 4**

Silver Age Latin (LAT-331) PROSE readings from the Satyricon of Petronius and the letters of Seneca and Pliny the Younger. Consideration is given to the literary expression of the changing mores and perspectives of imperial Roman society. **Jacobsen. 4**

Silver Age Latin (LAT-332) POETRY selections from the epigrams of Martial and the Satires of Juvenal. Consideration centers on poetry as an instrument for social criticism and personal invective. **Jacobsen. 4**

Topics in Latin Language and Literature (LAT-341) An examination of a particular genre, theme, or topic in the Latin language or literature. Past offerings have included 'Latin Prose Composition', 'Medieval Latin', and 'Imaginary Women'. **Jacobsen. 4**

Directed Study (LAT-361) Staff. 1-4

Directed Study (LAT-362) Staff. 1-4

Independent Study (LAT-363) Staff. 1-4

Independent Study (LAT-364) Staff. 1-4

Senior Research (LAT-451) Jacobsen. 4

Senior Research (LAT-452) Jacobsen. 4

Honors Project (LAT-461) Jacobsen. 4

Honors Project (LAT-462) Jacobsen. 4

Lugar Program (concentration only)

Faculty

Professor Emmett H. Buell, Jr., Director

Professor Emmett H. Buell, Jr.; Associate Professors Andrew Z. Katz, James Pletcher; Assistant Professors Sue Davis, Paul Djupe

Program Guidelines and Goals

The program is named in honor of Senator Richard G. Lugar (R-Indiana), chairman of the Senate Foreign Relations Committee, Denison Trustee, and member of the class of 1954. Inspired by Senator Lugar's legacy of academic excellence, distinguished service, and prominent role in American agricultural and foreign policy, the Lugar Program is open to students of all majors and partisan predilections. International students are welcome to enroll.

The Lugar Program features **two** tracks, the first of which was established by a 1995 vote of the faculty. **Track one** focuses on American politics and public policy, combines coursework in these areas with a congressional internship, and brings former members of Congress to campus every other year. Students must complete four courses in American politics and U.S. foreign policy (see track one list below). One of these courses (Political Science 319) must be taken prior to the congressional internship; another (Political Science 358 or 359) must be taken before graduation. Two more courses on the track one list must also be completed by the end of the senior year. Students must earn a grade of C or better in each Lugar Program course. The internship may be taken in a House or Senate office. Although slightly more than half of all Lugar students have interned with Senator Lugar, others have worked in the House as well as in the Senate, for Democrats as well as Republicans. One intern worked for Rep. Bernie Sanders, the socialist at-large congressman from Vermont. Most Lugar students undertake a four-week internship starting immediately after commencement that ends in mid-June. However, students may also do their congressional internships through the Washington Semester Program during the fall or spring semesters.

The faculty enacted **Track two** in May 2005. It has been designed for students primarily interested in international affairs and foreign policy, especially with an aptitude for the study of foreign languages and a desire to pursue a career in such fields as international security, homeland defense, control over weapons of mass destruction (WMD), and foreign affairs. In particular, track two provides a foundation for graduate study at the Graduate School of International Policy Studies at the Monterrey Institute in California, or at similar graduate programs that also require extensive language training. To complete the track two program at Denison, students must take two years (four semesters) of coursework in a foreign language. Although French, German, and Spanish are acceptable, students interested in the Monterrey option are encouraged to study Arabic, Chinese, or Japanese. Some coursework in a language could be undertaken at Monterrey or another institution, most likely during the summer. As in track one, students must take four of the courses listed below under track two offerings. The minimum grade in each of these courses and in every semester of foreign language instruction is a C. Track two contains an experiential/internship component that must be competed prior to the spring semester of the senior year. The off-campus commitment must be met during the fall or spring while participating in the Washington Semester Program at the American University in Washington, D.C. (or at a comparable program approved by the director). Track two students may choose one of the Washington Semester's internationally focused offerings, such as Foreign Policy, Peace and Conflict Resolution, International Environment and Development, or International Business and Trade. The Washington Semester will place Lugar students in their internships. The Foreign Policy program has sent students to the Department of State, Senate Foreign Relations Committee, Organization of American States, Defense Department, and numerous other institutions. The Peace and Conflict Resolution program includes a practicum that dispatches students to Northern Ireland or South Africa for brief periods.

Track One Requirements

Students electing this track must take four courses from the following list, one of which must be POSC-319 and another of which must be POSC-358 or 359: American Political Behavior and Institutions POSC-202, American Public Policy POSC-315, The Politics of Congress POSC-319, The American Presidency POSC-320, Selecting the American President POSC-321, The Supreme Court and the Political Process POSC-350, Foreign Policy Formulation POSC-358, The Conduct of American Foreign Policy POSC-359. POSC-319 must be taken prior to the congressional internship. The congressional internship must be completed before the spring semester of the senior year.

Track Two Requirements

In addition to two years of instruction in a foreign language and an off-campus program during a fall or spring semester, students enrolled in track two of the Lugar Program must take four of following courses: Politics of Russia POSC-322, Politics in Eastern Europe POSC-323, Politics of Sub-Saharan Africa POSC-324, Ethnic Conflict/Ethnic Peace POSC-325, The Middle East in World Affairs POSC-327, Politics of the Global Environment POSC-328, International Political Economy POSC-355, Foreign Policy Formulation POSC-358, The Conduct of American Foreign Policy POSC-359.

Course Offerings

American Political Behavior and Institutions (POSC-202) Usually, more than one section of this introductory course on American government is offered each semester, and the content varies by instructor. Professor Buell takes a historical approach that emphasizes the development of each branch of the national government from the founding of the Republic to the present day, while Professor Djupe takes a holistic approach, focusing on social and political context, institutions, significant political actors, and policy outputs. **Buell, Djupe. 4**

American Public Policy (POSC-315) This course is designed to explore issues, processes, and outcomes in U.S. public policy through the use of various tools of analysis and evaluation. The course emphasizes understanding of policy formulation, implementation, and evaluation from political, rational, and ethical perspectives and their application to current policies, which may include education, welfare, defense, healthcare, energy, environmental protection, crime, and equal opportunity. POSC 202 is a prerequisite of this course. **Djupe. 4**

The Politics of Congress (POSC-319) This course examines the influence of such important historical, institutional, and political factors on the workings of Congress as separation of powers, bicameralism, chamber size, permanent committees, partisanship, and party leadership. We pay particular attention to chamber differences in legislative process, to changes in that process responsive to partisan polarization and other contextual factors, and to relations between the executive and legislative branches. POSC 202 is a prerequisite for this course. **Buell. 4**

The American Presidency (POSC-320) This course focuses on the history of the presidency with particular attention to the origins, development, and exercise of executive powers. We also examine writings on the character, policies, reputation, and rhetoric of individual presidents; presidential management of the executive branch; and presidential leadership of Congress. Note that a separate course -- POSC-321 -- covers the nomination and election of American presidents. POSC-202 is a prerequisite for this course unless waived by instructor's consent. **Buell. 4**

Selecting the President (POSC-321) Divided into three parts, this course deals with party nominations of presidential candidates, general election campaigns and ratification of the general election outcome by the electoral college. We spend most of our time on presidential nominating politics, beginning with the history of presidential nominations from what the founders intended to the front-loaded, primary-dominated, media- and money-driven system currently in use. Some of the topics examined in depth include scheduling of presidential primaries and caucuses, campaign finance, media coverage of campaigns, divisive primaries, the national nominating convention, voting behavior in primaries and in the general election, and the perennial debate between critics and defenders of the electoral college. When possible, the course includes direct observation of candidates and campaigns. No prerequisites. This course counts toward the fulfillment of Lugar program requirements. **Buell. 4**

Politics of Russia (POSC-322) This course focuses on contemporary Russian politics with some reference to post-Soviet states. Because Russian politics cannot be understood in the absence of historical context, the course will devote some time to the Tsarist and Soviet periods. Most of the course deals with the Russian Federation under presidents Yeltsin and Putin. Constitutional debates, federalism, ethnic issues, political struggles, the Chechen war, changing relations with the U.S. and NATO, and more will be covered, as well as executive, legislative, and judicial institutions. **S. Davis. 4**

Politics in Eastern Europe (POSC-323) This course focuses on the political choices and dramatic changes occurring in the region since 1989. Some history will be necessary to understand these developments. The rest of the course examines contemporary politics in eastern and central Europe, with a focus on the Czech Republic, Poland, Romania, Ukraine, and two other countries chosen by the class. We also look at democracy, representation, institutional change, ethnic issues, political struggle, foreign policy, civil war in Yugoslavia, the Kosovo crisis, the plight of gypsies, and more. **S. Davis. 4**

Politics of Sub-Saharan Africa (POSC-324) This course explores contemporary issues in African political systems from a variety of theoretical perspectives. These issues include: political stability, democracy, economic development, and structural adjustment. No prior knowledge of Africa is required, but students should be prepared to read detailed analytic and historical contexts with a view to applying their insights to contemporary problems. **Pletcher. 4**

Ethnic Conflict/Ethnic Peace (POSC-325) This course will help students comprehend the nature of ethnic conflict, as well as understand why some multiethnic states avoid ethnic wars while others do not. Using two sets of case studies, the course contrasts ethnic war in Yugoslavia and Chechnya with peaceful resolution of ethnic issues in Czechoslovakia and Tatarstan. We also look to Northern Ireland, the Kurds, Uighurs, Basques, and other groups for a more nuanced view of "ethnic conflict." **S. Davis. 4**

The Middle East in World Affairs (POSC-327) The purpose of this course is to acquaint students with the political history, international significance, and the dimensions of political life in the Middle East. Owing to the ever-present potential for conflict, the seeming intractability of disputes, and the oil factor, what happens in the Middle East is of vital importance to international politics. We examine the role that politics in the Middle East has played in world affairs as well as the region's importance in the future. **Katz. 4**

Politics of the Global Environment (POSC-328) This course is about the theoretical, political, and practical problems associated with environmental action. Course materials analyze various theoretical perspectives on the relationship between humans and nature, and they illustrate how different ethics lead to widely different prescriptions for personal and political action. Course materials also offer examples of how environmental problems have in fact been addressed or not by governmental, non-governmental, and international institutions. This is not a course on the physical processes of environmental problems, but rather it emphasizes the political, economic, and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required. However, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. **Pletcher. 4**

The Supreme Court and the Political Process (POSC-350) This course focuses on the political role and impact of Supreme Court decisions on American politics. It also examines the institutional development of the federal court system, original and appellate jurisdiction of the Supreme Court, presidential nomination of federal judges and justices, and the Senate confirmation process. POSC 202 is helpful but not required. **Staff. 4**

International Political Economy (POSC-355) The purpose of this course is to explore theoretical approaches to international politics and economics. The course focuses on U.S. foreign policy in the postwar international system, issues of trade and finance, and the impact these have had on the problems of developing societies. Students should bring some knowledge of basic economic concepts to the course. Analytic reasoning and persuasive argumentation will be emphasized. **Pletcher. 4**

Foreign Policy Formulation (POSC-358) This course provides an assessment of the domestic factors responsible for the formulation of U.S. foreign policy. We will examine four categories of internal sources that impact U.S. response to external phenomena. Topics for analysis include: the constitutional separation of powers, bureaucratic politics, the psychology of decision makers, as well as the role of interest groups, public opinion, and the news media in the formulation of foreign policy. **Katz. 4**

The Conduct of American Foreign Policy (POSC-359) This course explores the evolution of U.S. foreign policy from the beginning of the Cold War to the present day. The course focuses on the responses of successive American administrations to potential or actual threats to the national interests of the U.S. Emphasis will be placed on the containment doctrine, its application in Vietnam, and subsequent efforts to replace containment following the end of the Vietnam war and the end of the Cold War. **Katz. 4**

Mathematics

Faculty

Professor Todd H. Feil, Chair

Professors Daniel D. Bonar, Todd H. Feil, Joan Krone, Michael D. Westmoreland; Assistant Professors Kevin R. Hutson, Lewis D. Ludwig, Matthew Neal; Academic Secretary Helen Viles

Departmental Guidelines and Goals

The Mathematics curriculum is designed so that students will have a sound theoretical understanding of mathematics and an understanding of a variety of applications of mathematics. The study of mathematics is a challenging activity that sharpens logical reasoning and improves problem solving skills.

Students interested in Mathematics, Mathematical Economics, or the Natural Sciences should take 123-124 followed by 222 and 231 by the end of the sophomore year. Prospective math majors or minors should also take 210 the first semester of the sophomore year.

For research opportunities in mathematics see the Oak Ridge Science Semester listed elsewhere in this catalog. Summer research opportunities may also be available on campus.

Students interested in taking only one or two courses in Mathematics should choose 102, 121, or 123.

Mathematics Majors

B.A. Degree in Mathematics The core portion for the B.A. degree consists of Mathematics 123, 124, 210, 222, 231, and either 321 or 332. The mininmum requirement for a B.A. in mathematics is the core plus four courses numbered 300 or higher (ten courses total).

B.S. Degree in Mathematics The B.S. program consists of seven core courses (123, 124, 210, 222, 231, 321, 332) plus six electives from courses numbered 300 or higher (thirteen courses total).

Combined Major in Mathematics and Economics A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Mathematics 123, 124, 222, 231, 341, and one course from the list 342, 351; Economics 101, 102, 301, 302, 307, 419 or 429.

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Mathematics Minor

A minor in Mathematics consists of 123, 124, 210, 222, 231 and two mathematics courses at the 300 level or above.

Additional Points of Interest

It is recommended that a B.A. candidate in Mathematics consider a second major or a strong minor. Economics would be a reasonable second major or minor for students planning to go into business or into an MBA program following graduation. Computer Science would also be a strong second major or minor.

Students who intend to pursue graduate study in mathematics should take a B.S. major.

Course Offerings

Statistics-Data Analysis (MATH-102) An introduction to statistical reasoning and methodology. Topics include exploratory data analysis, elementary probability, a standard normal-theory approach to estimation and hypothesis testing and simple linear regression. Not open for credit to students who have taken Psychology 370 or Mathematical Sciences 341. **Staff. 4**

College Algebra and Trigonometry (MATH-116) The primary function of this course is to prepare students with weak backgrounds to take 123 (Calculus). (Offered once each year) **Staff. 4**

Essentials of Calculus (MATH-121) A one-semester introduction to single-variable differential and integral calculus and selected topics in multi-variable calculus. Emphasis is given to applications from the biological and social sciences. (123 may be taken after this course, but only 2 of the 4 credits count toward graduation) **Staff. 4**

Calculus I (MATH-123) An introduction to single variable calculus. Topics include limits, derivatives, integrals, applications of calculus, indeterminate forms, sequences and series. Prerequisites: Four years of high school mathematics or 116 or equivalent for 123. (Offered each semester) **Staff. 4**

Calculus II (MATH-124) This course is a continuation of Math 123 with an emphasis on mathematical models of the real world and the extremely useful and beautiful concept of infinite sums of numbers. It also includes an introduction to the language of higher dimensional mathematics which is necessary for the study of multivariable problems. Topics include: integration techniques, differential equations, probability models, sequences, series, power series, vectors, basic theory and solutions of linear systems of equations, matrix algebra, eigenvectors, and systems of differential equations with applications to the physical sciences, social sciences and game theory. **Staff. 4**

Introductory Topics in Mathematical Science (MATH-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Topics in Mathematics and Computer Science (MATH-200) (Also listed under Computer Science offerings.) **Staff. 1**

Introduction to Proof Techniques (MATH-210) An introduction to proof writing techniques. Topics will include logic and proofs, set theory, relations and functions, cardinality and mathematical induction. Oral presentations of mathematical topics. (Offered each year) **Staff. 4**

Calculus III (MATH-222) Multiple variable calculus together with a rigorous review of beginning calculus. Prerequisite: 124 or consent. (Offered each semester) **Staff. 4**

Elementary Linear Algebra (MATH-231) Emphasis on topics such as matrix algebra, systems of linear equations, vector spaces, linear transformations, eigenvalues, diagonalization and computational techniques. Prerequisite: 124 or consent. (Offered each semester) **Staff. 4**

Intermediate Topics in Mathematical Sciences (MATH-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

History of Mathematics (MATH-303) This course examines important concepts in mathematics from the dawn of civilization to the present. Attention will be given to the evolution of mathematical ideas and studying the prominent individuals associated with those ideas. Topics include geometry, number theory, algebra, analysis, calculus, imaginary numbers and transfinite arithmetic. Prerequisites: 210, 222, 231. **Staff. 2**

Advanced Analysis I (MATH-321) Thorough analysis of limits, continuity, differentiation, integration and uniform convergence of infinite series. Prerequisites: 210, 222, 231. (Offered each spring) **Staff. 4**

Advanced Analysis II (MATH-322) Vector calculus and differential geometry. Prerequisites: 210, 222, 231. **Staff. 4**

Discrete and Combinatorial Mathematics (MATH-331) Sets, relations functions and topics chosen from graph theory. Boolean algebra, semigroups, propositional logic and combinatorics. Prerequisite: 210. (Offered each fall) **Staff. 4**

Abstract Algebra (MATH-332) A study of the structure and properties of groups, rings, and fields. Prerequisite: 210, 231. (Offered each spring) **Staff. 4**

Theory of Computation (MATH-334) (Also listed under Computer Science offerings.) This course is a study of formal languages and their related automata. Turing machines, unsolvable problems and NP-complete problems. No lab. Prerequisite: CS 171. **Staff. 4**

Probability and Mathematical Statistics (MATH-341) The probability is developed by studying combinatorics, probability models, moment generating functions, limit theorems and conditional probability. Topics in statistical decision theory and inference are then examined: classical and Bayesian estimation, hypotheses testing and the general linear model. Prerequisites: 124 for 341, 341 for 342. **Staff. 4**

Probability and Mathematical Statistics (MATH-342) The probability is developed by studying combinatorics, probability models, moment generating functions, limit theorems, and conditional probability. Topics in statistical decision theory and inference are then examined: classical and Bayesian estimation, hypotheses testing, and the general linear model. Prerequisites: 124 for 341, 341 for 342. **Staff. 4**

Geometry (MATH-345) This course provides experience in axiomatic reasoning. Several different geometries are examined. Prerequisite: 210 **Staff. 2**

Differential Equations (MATH-351) Topics from the theory of linear and nonlinear differential equations. Prerequisite: 222. (Offered each spring) **Staff. 4**

Numerical Analysis (MATH-352) (Also listed under Computer Science offerings.) Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations and solution of nonlinear equations. Prerequisites: 222, 231 and 351 recommended. **Staff. 4**

Directed Study (MATH-361) Staff. 1-4

Directed Study (MATH-362) Staff. 1-4

Independent Study (MATH-363) Staff. 1-4

Independent Study (MATH-364) Staff. 1-4

Advanced Topics in Mathematical Science (MATH-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Advanced Mathematical Topics (MATH-400) Prerequisite: 222 or consent. a) Topology b) Number Theory c) Complex Variables d) Real Variables e) Geometry f) Applied Mathematics **Staff. 4**

Advanced Mathematical Topics (MATH-401) Prerequisite: 222 or consent. a) Topology b) Number Theory c) Complex Variables d) Real Variables e) Geometry f) Applied Mathematics **Staff. 4**

Senior Research (MATH-451) **Staff. 4**

Senior Research (MATH-452) **Staff. 4**

Honors Project (MATH-461) **Staff. 4**

Honors Project (MATH-462) **Staff. 4**

Music

Faculty

Associate Professor Andrew Carlson, Chair

Associate Professors Andrew Carlson, Bonnie B. Sneed; Assistant Professors Nicolas del Grazia, Ching-chu Hu, Raymond Wise; Assistant Professor Jeremy Grimshaw; Instructors (part-time) Belinda Andrews-Smith, Tom Carroll; Affiliated Studio Instructors Rachel Andrews, Ernest Bastin, Timothy Davis, Nelson Harper, Stephanie Henkle, Jed Hudson, Maryfrances Kirsh, Cora Kuyvenhoven, Sue Larson, Leslie Maaser, Russel Mikkelson, Peter Mills, David Nesmith, Caryl Palmer, Deborah Price, Sarah Ramsey, Guy Remonko, Douglas Richeson, Steven Rosenberg, James Van Reeth, Kevin Wines, Katie E. Wolff, Jethro Woodson; Academic Secretary Pam Hughes

Departmental Guidelines and Goals

The music curriculum is intended to meet the general needs of liberal arts students while providing students interested in a music major or minor with the skills needed to excel in their area of concentration (performance, education, history, composition). In keeping with a liberal arts philosophy, the department encourages interested students campus-wide to participate in its varied ensembles. Individual ensembles are designed to meet the students' musical needs while providing a positive educational experience. Private instruction (instrumental,vocal and composition) is intended for those students desiring to raise their musical skills to a higher level. Acknowledging the need to examine the contributions of various cultures, the curriculum exposes students to a broad spectrum of musical influences (western European, jazz, world music, American folk, African- American, computer music). The department also generates or sponsors concerts throughout the academic year to make music an important aspect of life at Denison.

Music Major (B.A. Degree)

A major in music requires the completion of the requirements of the music core, the selected area of emphasis, performance requirements and the music portfolio.

Core: 6 courses (16 hours): 104 Music Theory I, 104L Music Theory Lab, 105 Music Theory II, 105L Music Theory Lab, 204 Music III, and 201 Music History.

Performance Requirements Majors in music are required to complete the private lesson and recital or project requirements as specified in the area of emphasis. In addition to course requirements students must pass the appropriate Keyboard Proficiency and Performance Skills Examinations. Declared music majors must participate in at least one ensemble each term with the exception of music education majors taking the professional semester. Students should take a mixture of large and small ensembles chosen in consultation with their private teacher.

Music Portfolio At the end of the junior year, each music major will submit a portfolio consisting of sample work in Music Theory, Music History, Performance, and Computer Music/Composition, a concert attendance journal, and a proposal for the senior project or recital to the music faculty for review and approval. Guidelines for the Music Portfolio and a list of concerts for each semester are available in the Music Office. Concert Attendance Journals will be reviewed annually by the area coordinators.

Emphasis Options

Composition (22 credits) 206 Composition, Conducting, Arranging (4), 329 20th Century Music (4), 217 Computer Music (4), one music elective (4), private lessons (6) and 402 Senior Project or 401 Senior Recital. In addition, composition majors must enroll in 149 Composition Seminar each term, which satisfies the requirement for ensemble participation.

Music (20 credits) Three music electives (12), Private Lessons each term (8), Ensembles each term, and 401 Senior Recital or 402 Senior Project.

Music Education (20 credits)* 206 Composition, Arranging, Conducting (4), 319 World Music (4), 147 Class Brass (1), 146 Class Woodwinds (1), 145 Class Strings (1), 148 Class Percussion (1), 144 Class Voice (1), Seven semesters of private lessons (7), and 401 Senior Recital. Please see the Department of Music for details.

*In order to be certified, Music Education students must complete additional requirements in the Education Department.

Music History (20 credits) 4 music history electives (16), 4 semesters private lessons (4), and 402 Senior Project.

Performance (20 credits) Performance audition, 206 Composition, Conducting, Arranging (4), Private Lessons (2.0 hours each term) (16), 301 Junior Recital and 401 Senior Recital.

Music Minors

Performer's Certificate (20 credits) Performance Audition, Private Lessons (2.0 hours each term) (16), 201 Music History (4), Ensembles (each term), 401 Senior Recital, Music Theory I, Keyboard Proficiency, and Performance Skills Exams, Performance Studies Plan and Performance Juries each term.

Admission by audition should be prior to enrollment in Denison. However, entry into the program will be possible up to the end of freshman year. The Performer's Certificate would count toward graduation as an academic minor.

The applied lesson fee will be waived for students in the Performance Certificate program.

Each student will develop a four-year Performance Studies Plan with his or her applied instructor to cover music in a broad range of styles, genres, and eras. The Performance Studies Plan will be updated each term.

Music Minor (20 credits) 104 Musical Materials (3), 104L Musical Materials Lab (1), 201 Music History (4), four semesters of Private Lessons (4), two Music Electives (8), four semesters of ensembles, piano proficiency exam and performance skills exam.

Composition Minor (20 hours) 104 Music Theory I (3), 104L Music Theory Lab Lab (1), 105 Music Theory II (3), 105L Music Theory Lab (1), 217 Computer Music (4), 329 20th Century Music (4), four semesters Composition Lessons (4) and 402 Senior Project.

Music Electives

206 Composition, Arranging, Conducting
217 Computer Music
224 Advanced Computer Music
314 Music in America
319 World Music
325 Music of the Baroque
326 Classical Era
327 The Symphony
328 19th Century Music
329 20th Century Music
318 Jazz and the Music of Black Americans
331 Music of Africa and Afro-Latin America
320 Women in Music
330 The History of American Folk and Country

Course Offerings

Introduction to Music (MUS-101) A team-taught introduction to music through the study of Western Art Music, World Music and American Music. **del Grazia, Mills. 4**

Music Theory I - Musical Materials (MUS-104) Fundamentals of written musical materials including terminology, tuning systems, notation, intervals, scales, chords, basic diatonic harmony, rhythm, simple forms, aural skills and computer music applications. **del Grazia, Hu. 1-3**

Music Theory II - Harmonic Systems (MUS-105) A survey of approaches to musical harmony including linear systems (counterpoint), vertical systems (common practice tonality, polytonality), mathematical systems (serialism) and jazz systems. Prerequisite: 104. **del Grazia, Hu. 1 or 3**

The Creative Process (MUS-115) A study of the different factors that influence an artist in the creation of a musical, visual or literary work of art as well as an analysis of those factors which affect the success of a work of art. (Offered through the Honors Program) (Not offered 2004-2005) **Staff. 4**

General Topics in Music (MUS-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Music History (MUS-201) An introduction to the study of music history through a selected survey of music with an emphasis on methods of analysis, approaches and schools of music history and research skills. **Grimshaw. 4**

Music Theory III - Methods of Analysis (MUS-204) A survey of approaches to the formal analysis of music including the approaches of Rameau, Schenker, Forte and others. Prerequisite: 105. **Hu. 4**

Composition, Arranging, Conducting (MUS-206) An introduction to musical composition, arranging and conducting. Students will compose, orchestrate and conduct original works of music. Prerequisite: 105. **Hu, Sneed. 4**

Music in America (MUS-214) A survey of music-making in America from the Psalm tunes to the Puritans to the 18th century Yankee tunesmiths, the minstrel shows, the development of jazz, John Knowles-Paine, George Gershwin, Aaron Copland and John Cage and beyond. (Not offered 2004-2005) **Staff. 4**

Popular Musical Theater in America (MUS-215) This course studies both the antecedents to the American musical (18th century comic opera, blackface minstrels, the revue and vaudeville, and operetta) and the Broadway musical of this century, from Jerome Kern to Stephen Sondheim. **Andrews-Smith. 4**

Sound Editing and Recording (MUS-216) A study of audio recording focusing on acoustics, microphone techniques, live and studio recording techniques, editing, signal processing and production. **Carlson. 4**

Computer Music (MUS-217) An introduction to creating music with a computer, focusing on sequencing, sampling and direct synthesis. **Staff. 4**

Jazz and the Music of Black Americans (MUS-218) This course will concentrate on jazz, but will include other types of music of American blacks: pre-jazz forms, gospel, rhythm and blues and "classical" music in the European tradition. The place of the black musician in American society will be traced from the slave days to the present. **Wise. 4**

World Music (MUS-219) This course includes in-depth studies of several representative genres of music from around the world, including their social or political contexts. Traditional and popular musics of the world can play important roles in religion, identity formation (gender, race, sexuality), tradition, education, agriculture, history preservation, political resistance and domination, protest, symbolism and entertainment. Students will learn to identify, classify, and describe musical examples from several cultures by discerning musical styles, instrumental or vocal timbre, form and texture. **del Grazia. 4**

Women in Music (MUS-220) Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course will trace the development and current state of women's roles in music, including Western art music composers, performers, critics, and teachers: performers of popular American genres such as jazz, country, and rock; and performers of popular "World Beat" and traditional world musics. **Grimshaw. 4**

Advanced Computer Music (MUS-224) An exploration of advanced topics in computer music including interactive systems, algorithmic composition, granular synthesis, and others. **Staff. 4**

Music of the Baroque (MUS-225) In this course, we will look at the development of Western Art music from the end of the Renaissance period through the careers of J.S. Bach and G.F. Handel, covering an approximate period of 1600-1750. Understanding of musical notation is required. **Grimshaw. 4**

Classical Era: Mozart, Haydn, Beethoven (MUS-226) This course will be devoted to a study of the work of the three principal composers of the classical era: Haydn, Mozart, and Beethoven (early works). We will study the style characteristics, as well as the musical genres and forms employed. **Grimshaw. 4**

The Symphony (MUS-227) This course will be devoted to a study of the Symphony beginning with the works of Stamitz and Sammartini through the present-day symphony. **Grimshaw. 4**

19th Century Music (MUS-228) Also known as Standard Repertoire, this rigorous course will cover concerti and symphonies, opera and ballet of the romantic era. Using late Mozart to introduce classical formats, we sample through the romantic period from Beethoven through Rachmaninoff. The music will be considered in the historical and national context. Attendance at designated live performances (primarily on-campus) is required and is comparable to a "lab" for a 4-credit course. **Grimshaw. 4**

20th Century Music (MUS-229) In this course, we will look at the development of 20th century music idioms and compositional techniques with their larger political and cultural contexts. We will study individual works by composers as well as overall compositional trends. Understanding of musical notation is required. **Hu. 4**

The History of American Folk and Country Music (MUS-230) "The History of American Folk and Country Music" is designed to broaden the students' knowledge of America's musical heritage through aural analysis of recorded and live music, as well as study of printed materials. In order to increase the knowledge of America's diverse musical heritage, students will be exposed to the contribution of European immigrants, African Americans, Hispanics, Franco-Americans and Native Americans. **Carlson. 4**

Music of Africa and Afro-Latin American (MUS-231) In this course, we will read and discuss specific case studies in musical and cultural traditions of people in Africa and African Diaspora, excluding the United States. We will study the role of music in political, religious, historical, group identity, and cultural contexts. We will study specific genres and styles, as well as overall stylistic trends, tracing characteristics of Afro-Latin music to African roots. **Staff. 4**

History of Gospel Music (MUS-234) This course will explore the historical development of African-American gospel music in the 20th Century. The course will begin an examination of the pre-gospel era (pre-1900s-ca. 1920), move on to gospel music's beginnings (ca. 1920s), and continue unto the present. The course will explore the musical, sociological, political, and religious influences that contributed to the development of the various gospel music eras and styles. Through class lectures, demonstrations, music listening, reading and writing assignments, students will learn about the significant musical and non-musical contributions of African American gospel artists and the historical development of African American gospel music. Students will also strive to gain an understanding of the African American musical aesthetic and to determine how it is retained and expressed with African American gospel music and other musical genres. The class is open to students, staff, and faculty of all levels. **Wise. 4**

Minor Problems (MUS-235) A research problem of limited scope that provides the opportunity for the qualified students to extend his or her interest beyond the limits of particular course offerings. **Staff. 4**

Intermediate Topics in Music (MUS-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Junior Recital (MUS-301) The Junior Recital is a 30 to 40 minute solo performance of appropriate concert literature selected in consultation with the private lesson instructor. Must be taken concurrently with Private Lessons. **Staff. 0**

Music in America (Majors) (MUS-314) A survey of music-making in America from the Psalm tunes of the Puritans to the 18th century Yankee tunesmiths, the minstrel shows, the development of jazz, John Knowles-Paine, George Gershwin, Aaron Copland, John Cage and beyond. **Staff. 4**

Jazz and the Music of Black Americans (MUS-318) This course will concentrate on jazz, but will include other types of music of American blacks: pre-jazz forms, gospel, rhythm and blues, and "classical" music in the European tradition. The place of the black musician in American society will be traced from the slave days to the present. **Wise. 4**

World Music (MUS-319) This course includes in-depth studies of several representative genres of music from around the world, including their social or political contexts. Traditional and popular musics of the world can play important roles in religious, identity formation (gender, race, sexuality), tradition, education, agriculture, history preservation, political resistance and domination, protest, symbolism and entertainment. Students will learn to identify, classify and describe musical examples from several cultures by discerning musical styles, instrumental or vocal timbre, form and texture. **del Grazia. 4**

Women in Music (Majors) (MUS-320) Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course will trace the development and current state of women's roles in music, including Western art music composers, performers, critics and teachers; performers of popular American genres such as jazz, country and rock; and performers of popular "World Beat" and traditional world musics. **Grimshaw. 4**

Classical Era: Mozart, Haydn, Beethoven (MUS-326) This course will be devoted to a study of the work of the three principal composers of the classical era: Haydn, Mozart and Beethoven (early works). We will study the style characteristics, as well as the musical genres and forms employed. **Grimshaw. 4**

The Symphony (MUS-327) This course will be devoted to a study of the Symphony beginning with the works of Stamitz and Sammartini through the present-day symphony. **Grimshaw. 4**

19th Century Music (MUS-328) This course will cover music of the romantic era beginning with late Mozart. A wide variety of genres as well as central topics as program music and nationalism will be included. **Grimshaw. 4**

20th Century Music (Majors) (MUS-329) In this course, we will look at the development of twentieth century musical idioms and compositional techniques with their larger political and cultural contexts. We will study individual works by composers as well as overall compositional trends. Understanding of musical notation is required. **Hu. 4**

The History of American Folk and Country Music Music (MUS-330) "The History of American Folk and Country Music" is designed to broaden the students' knowledge of America's musical heritage through aural analysis of recorded and live music as well as study of printed materials. In order to increase the knowledge of America's diverse musical heritage, students will be exposed to the contributions of European immigrants, African Americans, Hispanics, Franco-Americans and Native Americans. **Carlson. 4**

Music of Africa and Afro-Latin America (MUS-331) In this course, we will read and discuss specific case studies in musical and cultural traditions of peoples in Africa and African Diaspora, excluding the United States. We will study the role of music in political, religious, historical, group identity and cultural contexts. We will study specific genres and styles as well as overall stylistic trends, tracing characteristics of Afro-Latin music to African roots. **Staff. 4**

Music and Sexuality (MUS-332) Hu. 4

Opera (Major) (MUS-333) Andrews-Smith. 4

Afr Amer Gospel Mus (Mjr) (MUS-334) Wise. 4

Sacred Music (Majors) (MUS-336) Sneed. 4

Directed Study (MUS-361) Staff. 1-4

Directed Study (MUS-362) Staff. 1-4

Independent Study (MUS-363) Staff. 1-4

Independent Study (MUS-364) Staff. 1-4

Advanced Topics in Music (MUS-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Recital (MUS-401) The Senior Recital is a 50 to 60 minute solo performance of appropriate concert literature selected in consultation with the private lesson instructor. Must be taken concurrently with Private Lessons. **Staff. 0**

Senior Project (MUS-402) The Senior Project is a composition or research project in the emphasis of the music major (composition, computer music or music history) to be selected and completed in consultation with the appropriate area instructor. **Staff. 1-4**

Senior Research (MUS-451) Staff. 4

Senior Research (MUS-452) Staff. 4

Honors Project (MUS-461) Staff. 4

Honors Project (MUS-462) Staff. 4

Applied Music and Performance Courses

Ensembles (MUSP-130) Heisey Wind Ensemble, Mikkelson. 1; Orchestra, Carlson and del Grazia. 1; Concert Choir, Sneed. 1; Singers' Theatre Workshop, Andrews-Smith. 1; Gospel Choir, Wise. 1; Jazz Ensemble, Mills, 1. **Sneed. 1**

Chamber Music Ensemble (MUSP-131) Jazz Combo, Carroll. 1; Bluegrass Ensemble, Carlson. 1; Brass Ensemble, Staff. 1; Percussion Ensemble, Remonko. 1; Denison Chamber Singers, Sneed. 1; Flute Ensemble, Maaser; Guitar Ensemble, Carroll. 1; String Chamber Music, Staff. 1; and Woodwind Chamber Music, del Grazia, 1. **Staff. 1**

Piano Class (MUSP-141) Offered for beginning piano students, the piano class will focus on fundamental piano technique and score reading, as well as the playing of lead sheets. Students will work on individual electronic pianos, both solo and in groups. **Harper. 2**

Guitar Class I (MUSP-142) Recommended for beginners in guitar. Stresses fundamentals of picking, strumming and note reading. **Carroll. 1**

Class Guitar II (MUSP-143) For intermediate guitar students with basic skills. Emphasis on guitar styles and improvisation. Prerequisite: 142 or consent. **Carroll. 1**

Class Voice (MUSP-144) An introduction to vocal techniques and pedagogy. **Wise. 1**

Class Strings (MUSP-145) A method course designed to meet the professional needs for teaching brass instruments. Pedagogical and performance skills will be developed through laboratory and observational experiences. **Carlson. 1**

Class Woodwinds (MUSP-146) A method course designed to meet the professional needs for teaching woodwind instruments. Pedagogical and performance skills will be developed through laboratory and observational experiences. **del Grazia. 1**

Class Brass (MUSP-147) A method course designed to meet the professional needs for teaching brass instruments. Pedagogical and performance skills will be developed through laboratory and observational experiences. **Staff. 1**

Class Percussion (MUSP-148) A method course designed to meet the professional needs for teaching percussion instruments. Pedagogical and performance skills will be developed through laboratory and observational experiences. **Remonko. 1**

Composition Seminar (MUSP-149) A seminar approach to musical composition focusing on individual composition projects, compositional processes, forms, aesthetics and criticism. May be repeated for credit. Prerequisite: 105. **Hu. 1**

Private Lesson (MUSP-151) One (1) credit hour is given for one half hour (1/2) lesson per week and one (1) hour of practice daily. Prerequisite: audition required. In the case of Voice, Guitar, and Piano: Audition required or Class Piano/Class Voice/Class Guitar II. Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. Private lessons must be taken for credit. (For costs, see Dept. of Music Fees under College Costs in Catalog.) **Staff. 1**

Private Lesson (MUSP-152) Two (2) credit hours is given for one (1) hour lesson per week and two (2) hours of practice daily. Prerequisite: Audition required. In the case of Voice, Guitar, and Piano: Audition required or Class Piano/Class Voice/Class Guitar II. Students enrolled in Private Lessons should also be concurrently enrolled in an ensemble. Private Lessons must be taken for credit. (For Costs, see Dept. of Music Fees under College Costs in Catalog.) **Staff. 2**

Alexander Technique (MUSP-155) The Alexander Technique is a widely recognized educational method for improving balance, alignment, ease, flexibility and energy. The Technique offers us insight into the underlying principles that govern human movement. When applied, these principles guide us to a dynamic kinesthetic lightness, wherein thinking becomes clearer, feeling accessible, sensations livelier, and movement more pleasurable. Within this fluid, more conscious condition, we find our actions and interactions strengthened and refined, our sense of time expanded, and our rapport with the environment restored. The workshop addresses structural problems treated by performing arts medicine and in addition, neuroscience research which supports evidence of misuse resulting in pain/injury by our own mental process and perceptions of our body's structure. We explore gentle movement and relaxation exercise as well as the application of Body Mapping to gain clear and accurate information about our anatomical structure for optimal movement. **Nesmith. 1**

Piano Class II (MUSP-156) Harper. 2

Keyboard Skills I (MUSP-157) A sequence for the music major, minor, and performance certificate student to fulfill the keyboard proficiency in the Department of Music. Other students may enroll with the permission of the instructor. **Harper. 2**

Keyboard Skills II (MUSP-158) Harper. 2

Guitar III (MUSP-159) The third class in the guitar sequence covers all styles of music. Prerequisite: Guitar I and II or permission of instructor. **Carroll. 1**

Jazz Improvisation (MUSP-160) This class covers the basics of jazz improvisation and will include the study of modal forms and chord/scale applications, ii-VII-I progression (in the framework of standard jazz compositions) and a transcription project. **Mills. 2**

Independent Study (MUSP-364) Staff. 1-4

Neuroscience (concentration only)

Faculty

Associate Professor of Psychology Susan Kennedy, Neuroscience Coordinator

Participating faculty: Frank Hassebrock (Psychology), Matthew Kretchmar (Computer Science), Eric Liebl (Biology), Nestor Matthews (Psychology), Kristina Mead (Biology)

Departmental Guidelines and Goals

Neuroscience is the interdisciplinary study of the nervous system, unique in its quest to understand not only the biology and chemistry of the brain and nervous system, but also to understand how chemical and cellular functions relate to how organisms think and behave. Thus, neuroscience is founded on the tenet that an understanding of the brain and nervous system is only possible when approached from a perspective that integrates biological, chemical and psychological phenomena.

The Neuroscience Concentration at Denison is designed to offer students an interdisciplinary perspective on the nervous system and behavior, and to provide science students with the opportunity to obtain a diverse focus that both compliments and broadens the more narrowly-defined major.

Neuroscience Concentration

A) *Courses required of all students* (12 semester hours; NEUR 200, NEUR 400, PSYC 350)

In addition to the three courses required of all students, students concentrating in Neuroscience must also complete basic science courses, as well as a number of advanced courses. Typically, the specific courses selected from the basic and advanced courses will be at least partially determined by the major toward which the student is working.

B) *Basic Science Courses* (8 semester hours; 2 courses must be taken from the same discipline); BIOL 102 and BIOL 201; CHEM 121 and CHEM 122

C) *Advanced Courses* (16 semester hours minimum; any 4 courses; providing prerequisites have been satisfied). Electives include BIOL 324, BIOL 325, BIOL 334, BIOL 340, BIOL 341, BIOL 380; CHEM 223, CHEM 224, CHEM 302, CHEM 401; PSYC 305, PSYC 310, PSYC 330, PSYC 340; PHIL 280

Course Offerings

Introduction to Neuroscience (NEUR-200) This course is a survey of Neuroscience, and is divided into 3 portions. Beginning with an overview of the philosophical and historical contributions to modern neuroscience, we then examine the structure and function of neurons and how they communicate within the nervous system. From this cellular perspective, we then study basic anatomy of the brain and spinal cord. In the second section, we study some sensory and motor systems, and examine the ways in which these systems unfold during development. Finally, brain-behavior relationships are investigated, including hormonal control of behavior, learning & memory, neuropathology, and addictive behavior. Prerequisites: Biology core for Biology majors, Biology 102 and Psychology 100 for others. **Staff. 4**

Topics in Neuroscience (NEUR-400) A senior-level seminar; discussions and presentations by students on issues relevant to neuroscience. Discussions of seminal works, interdisciplinary views on important topics. Fulfills the seminar requirement for Psychology majors. **Staff. 4**

Organizational Studies

Faculty

Associate Professor of Psychology David P. J. Przybyla, Director

Department Guildlines and Goals

The Organizational Studies program is multidisciplinary in intent and grounded in the liberal arts. Developing a theoretical base for organizational participation, leadership, and human interaction requires moving beyond a single area of specialization. Through a multidisciplinary approach, students will begin to develop 1) an understanding of the human condition as it is experienced in organizational life, 2) an understanding of the complex nature of systems and institutions, and 3) the capacity for analysis that moves beyond simplistic solutions to explore the interplay of values, responsibility, and the achievement of social goals. The goals of this theoretical base are to be supplemented by and integrally related to both a significant internship experience in an appropriate organization and the mastering of specific skills not available in the regular curriculum.

Organizational Studies Certificate

General Requirements for the Certificate In order to fulfill the requirements for certification in Organizational Studies, a student must accomplish the following:

- complete three core courses: one from each each of the *two major content areas* and a third from either content area (courses are listed below)
- complete Organizational Psychology (PSYC 230), which will be offered in Spring 2005
- participate successfully in a month-long *summer session.* 2006 dates are May 21 through June 17
- complete an appropriate *internship* following the *summer seminar*
- write an *integrative paper* upon completion of the internship

In order to further integration and thoughtful choices, the program director shall advise and have final authority over each student's particular program selections. Course selections are to be made from the approved list. Exceptions are only by petition. Petitions must include a complete course syllabus and a detailed rational for the exception.

Core Courses The three courses -- one from Area A, one from Area B, and one from either area -- *must be taken from at least two different departments. A Directed Study or Senior Research Project may replace one of the courses.*

A. The Individual Within the Organization. Courses that meet this requirement are designed to focus on the role and development of the individual in organizational settings. Students will examine some combination of the following issues: 1) how individuals acquire, develop, and use knowledge in organizational settings, 2) how individuals communicate in the process of social interaction, 3) how individuals gain an overview of the nature and foundations of sociocultural behavior.

Examples of courses that satisfy this requirement:

- COMM -- 100 Communication in Social Interaction
- COMM -- 221 Small Group Communication
- COMM -- 224 Interpersonal Communication
- PSYC -- 220 Social Psychology
- PSYC -- 240 Personality
- PSYC -- 330 Cognitive Psychology
- SA -- 210 Sexual Inequality
- SA -- 212 Race and Ethnicity
- THTR -- 121 Elementary Acting

B. Organizational Processes and Social Organizing. Courses that meet this requirement are designed to focus on interdependent relationships within organizations. Students will develop an understanding of organizational life that reflects on either the broad nature of social organizing or a specific aspect of organizational life.

Examples of courses that satisfy this requirement:

- ART -- 297 Power and Politics in African Arts
- ART -- 403 Gallery and Museum Workshop
- BLST -- 265 Black Women and Organizational Leadership
- COMM -- 306 Organizational Communication
- ECON -- 322 Industrial Organization and the Public Control of Business
- EDUC -- 213 The U.S. Education System
- ENVS -- 284 Environmental Planning and Design
- ENVS -- 301 Sustainable Agriculture: Crop, Cultivation, and Culture
- PHED -- 430 Organization and Administration of Physical Education, Health, and Athletics
- POSC -- 317 Women and American Politics
- POSC -- 333 Women and Political Leadership
- REL -- 217 Sects and Cults
- REL -- 225 Ethics and Institutional Morality
- SA -- 244 Environment, Technology, and Society
- SA -- 315 Work and Society
- THTR -- 349 Production Management
- THTR -- 401d Problems in Theatre Management

C. Electives or Applications. Courses and projects that meet this requirement are designed to focus on an aspect of organizational studies that is particularly appropriate to the student's vocational aspirations, the integrity of the program, and/or the major. Students have the following options:

1. An integrative directed study (or)
2. A senior research/honors project in the major that integrates the program into a new research project (or)
3. An elective course approved by the director.

Additional Points of Interest

Summer Session The premise guiding this four-week seminar is that organizations need persons capable of examining problems with a critical and imaginative eye and of responding in an ever-changing environment with policies, actions, and decisions derived from a broad knowledge base. A major strength of Denison's liberal arts program is that it fosters the development of this broad knowledge base, as well as critical-thinking and problem-solving skills. The summer seminar focuses on the application of those skills in organizations. Students are introduced to the language and fundamental principles of organizational management, group processes and decision-making, marketing, finance, and accounting, enabling them to hear and interpret the problems faced by organizations. In addition, students are provided with examples of concrete problems and allowed to investigate multiple solutions.

Internship and Integrative Paper The internship should take place during the months following the summer session, or during the fall semester. The internship will become the venue where coursework and the summer seminar are brought into play. The completion of the internship shall result in a major, integrative paper.

Philosophy

Faculty

Associate Professor Barbara Fultner, Chair

Professors Anthony J. Lisska, Steven Vogel; Associate Professor Barbara Fultner; Assistant Professors Alexandra Bradner, Jonathan Maskit, Mark Moller; Professor Emeritus Ronald E. Santoni; Academic Secretary Pat Davis

Departmental Guidelines and Goals

To do philosophy is to encounter some of the most fundamental questions that can be asked about human existence. Philosophical investigation leads students to recognize the otherwise unnoticed assumptions that, far from standing on the periphery of our daily lives, underpin even our most ordinary ways of interacting with other persons and engaging in human projects. Such assumptions concern, for example, the nature of human knowledge, action, and value. Philosophy challenges students to move beyond uncritical patterns of thought, to recognize problems, and to exchange a more naive world view for a more considered and justifiable one. In doing so, students learn to think in ways that are simultaneously both disciplined and imaginative. Philosophy Department faculty members cooperatively approach these concerns from diverse perspectives, both in studying the works of major philosophers and in their own creative activity. Students are encouraged to join with the faculty in this inquiry and to philosophize creatively on their own. The courses and seminars in the Department are intended to develop the abilities necessary for these activities.

Typically students without previous experience with philosophy will enroll in Philosophy 101 (Enduring Questions of Philosophy) or possibly in one of the First-Year Seminars (FYS 102) offered by members of the Philosophy Department. Philosophy 121 and 126 are also possible choices for such students. Students who wish to continue in Philosophy and perhaps to major or minor in it will then usually take Philosophy 200 (Philosophical Studies) as their second course. Philosophy 200 is also available, with the instructor's consent, for students with a special interest in philosophy who have not taken any previous college-level course in it.

Philosophy Major

A major in Philosophy requires ten courses selected in consultation with the major adviser. The ten courses must include Philosophy 200, Philosophy 231, Philosophy 232, and at least three other courses numbered 300 or higher, of which at least one must be a Junior/Senior Seminar (Philosophy 431). FYS 102 sections taught by members of the Philosophy Department may count toward the major with the consent of the instructor. No more than three courses numbered below 200 (including FYS 102) may count toward the major. In addition, all majors must participate in and pass the Senior Symposium in their senior year.

The Philosophy Department welcomes double majors and self-designed majors, and is experienced in helping students integrate Philosophy with work in other disciplines. To avoid possible scheduling problems, a student considering a major in Philosophy (or one which includes Philosophy) should consult the Department early in his or her college career.

The Philosophy Department participates in the interdepartmental major in Philosophy, Politics and Economics.

Philosophy Minor

Philosophy, by its very nature, is ideally suited to assist a student in integrating and articulating knowledge gained in other areas. For this reason we attempt to tailor a student's minor program in philosophy around the specific course of studies he or she is pursuing in his or her major subject. This means that our minor program places a premium upon departmental advising.

Each Philosophy minor is required to choose a department member as his or her Philosophy adviser. The Philosophy adviser will not replace the student's primary academic adviser. However, the Philosophy adviser will have responsibility for guiding the student in designing the minor program in Philosophy. A minor in Philosophy requires five courses in the department. Among these courses must be Philosophy 200 and one course numbered 300 or higher.

Additional Points of Interest

Additional information about Philosophy courses and, in particular, a course guide with more detailed descriptions of current courses may be obtained from the Philosophy Department, and is available on the department's website.

The Philosophy Colloquium Each year the department sponsors a colloquium series, bringing to campus nationally and internationally known philosophers who present papers and meet with students and faculty. Recent visitors have included Judith Butler (Berkeley), J. Baird Callicott (North Texas), David Solomon (Notre Dame), Richard Bernstein (New School), Karsten Harries (Yale), Stephen Holmes (N.Y.U.) and others.

Other Philosophy Activities The Philosophy Department annually publishes a national undergraduate philosophy journal *Episteme*. This journal is edited and produced by philosophy majors and minors in consultation with a faculty adviser. *Episteme* encourages and receives submissions from undergraduate philosophy students throughout the country. In addition, philosophy students organize Philosophy Coffees, which include informal topical discussions, about three times each semester.

Course Offerings

Enduring Questions of Philosophy (PHIL-101) This course aims to introduce the student to the nature and concerns of philosophy by confronting fundamental issues in areas of philosophy such as ethics, political and social philosophy, metaphysics, epistemology and others. It is intended that the student develop skills in rigorous thinking and become involved in the process of philosophizing. (Offered each semester) **All Staff Members. 4**

Ethics: Philosophical Considerations of Morality (PHIL-121) This course explores the fundamental questions of ethical theory, asking how ethical judgments can be made, what justifications they may receive, whether terms like "right" and "wrong" have fixed meanings, whether moral assertions can claim universal validity or whether morality is rather relative to a culture or to an individual's beliefs. Depending on the semester, issues of applied ethics - having to do with abortion, medical ethics, business and professional ethics, ethics and the environment, war and peace, etc. - will be raised as well. (Fall) **Moller. 4**

Social and Political Philosophy (PHIL-126) Social and Political Philosophy is about justification, of power and freedom in their many crude and subtle forms, and about whether objective or rational justifications in political and social action are practical or even possible. The course will take into account the various methods utilized by philosophers in rendering their world views. It includes an exploration of a network of fundamental philosophical questions regarding the nature of the community, the state, the role of the individual and the relationships among them. Students will become comfortable with some of the great classical texts in Western political thought from Plato, Aristotle, Hobbes, Locke, Rousseau, Smith, Marx and Nietzsche as well as with more contemporary sources. Thus, this course raises questions about the social practices of Western culture, including the issue of whether the social and the political dimensions of our thinking can be justifiably separated. (Spring) **Maskit. 4**

Introductory Topics Seminar in Philosophy (PHIL-191) An introductory inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. **Staff. 4**

Introductory Topics Seminar in Philosophy (PHIL-192) An introductory inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. **Staff. 4**

Introductory Topics in Philosophy (PHIL-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Philosophical Studies (PHIL-200) This course offers a detailed and careful study of some of the central texts, issues, and ideas in the history of Western philosophy. Among the figures studied will be Plato, Aristotle, Descartes, Hume, Kant, Nietzsche, Wittgenstein, Quine, and others. The course is intended for most students as a second course in philosophy, whose goal is to prepare students for further philosophical work (and if desired for a major in philosophy) by providing them with experience in philosophical study beyond that offered in Philosophy 101. Some students with particular interest in the field, however, may choose to begin their philosophical studies with this course. In either case, the course will give students the opportunity to grapple with fundamental philosophical questions by examining the works of a series of great figures in the history of philosophy. This course satisfies the General Education requirement in Critical Inquiry. (Fall and Spring) **Maskit, Lisska. 4**

Philosophy of Religion (PHIL-201) In this course, students will be encouraged to come to grips with some of the key philosophical/intellectual issues that confront religious belief. More specifically, the course will consider both traditional problems related to argumentation for and against God's existence - including the so-called "problem of evil" - and contemporary issues related to the meaning and status of religious language ("God-talk") and the possibility of religious "knowing" (May I justifiably claim knowledge of or about God?). The intent of these questions is to lead students to think more maturely and responsibly about God, religion and related issues. The course will emphasize "doing" philosophy of religion; accordingly, students will be encouraged to relate the issues of the course to related concerns of their existence. Prerequisite: one previous course in Philosophy, or consent. (Not offered 2005-2006) **Santoni. 4**

Logic (PHIL-205) A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the critical analysis of arguments in natural settings. Emphasis in symbolic logic is on translation and proof, and computer assisted instruction is employed in the teaching of these skills. (Not offered 2005-2006) **Staff. 4**

Philosophical Issues in Science (PHIL-210) This course considers a range of conceptual issues connected with the understanding and practice of science. Issues to be considered include explanation, theoretical reduction, the nature of scientific truth-claims, methodology, confirmation theory, the possibility of scientific progress, etc. Although these questions are raised from the perspective of philosophy, they are intended to provide insight into the actual practice of the sciences - from both contemporary and historical perspectives. This course should prove especially helpful to science majors seeking to achieve a different perspective on the scientific enterprise; however, non-science majors are equally welcome. Prerequisite: one previous course in Philosophy or science major with junior or senior standing, or consent. (Not offered 2005-2006) **Bradner. 4**

Greek and Medieval Philosophy (PHIL-231) An examination of some fundamental problems in Metaphysics (what there is) and Epistemology (how we come to know), in the context of the origin and development of Greek thinking from the pre-Socratics, Sophists and Socrates, Plato and Aristotle, through selected writers in the Medieval period including Plotinus, Augustine, Thomas Aquinas, Duns Scotus, William of Ockham, and Nicholas Cusanus. Prerequisite: PHIL 200 or 232 or consent. (Fall) **Lisska. 4**

Modern Philosophy: Descartes through Kant (PHIL-232) An examination of the two fundamental philosophical traditions of the 17th and 18th centuries, Rationalism and Empiricism, and of Kant's attempt to combine their insights. This course traces the development of such themes as the nature of human experience, the foundations of knowledge, and the limits of knowledge through the work of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Their attempts to resolve these questions formed the basis for much of the intellectual history of the "Age of Reason and Enlightenment" and continue to inform contemporary investigations of knowledge, language, and mind. Prerequisite: PHIL 200 or 231 or consent. (Spring) **Fultner. 4**

The Confucian Classics (PHIL-243) An examination of the basic texts of the East Asian cultural tradition which define human nature, what it is to be moral, and a complex political philosophy. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean and Japanese peoples. Research papers may focus on the original canon, or on their application to any of the cultural traditions mentioned above. **Keenan. 4**

Philosophy of Law (PHIL-250) Does law have an intrinsic connection with the moral order, or is it whatever a legislature or judge says it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: One previous course in Philosophy or consent. (Spring) **Lisska. 4**

Environmental Ethics (PHIL-260) This course investigates the question of our ethical relations and responsibility to objects and systems in the natural world, including animals, other living beings, non-living entities, ecosystems, and "nature" as a whole. It also asks about nature as such: what nature is, what the place in it is of humans, the role of human action in transforming nature, etc. The question of the relation of the natural to the social will receive special attention. Prerequisite: One previous course in Philosophy or Environmental Studies or consent. (Fall) **Vogel. 4**

Philosophy of the Arts: Aesthetics (PHIL-269) A seminar consisting of a series of philosophical investigations into the arts (with all the arts of relevance) and not a history of the field. We will be concerned with such items as the role of the art world, the role of art theory, the nature of the art object and how it differs from any non-art artifact, the nature of the creative process, aesthetic experience, art criticism, interpretation and problems of evaluation of art works. Prerequisite: One previous course in Philosophy or consent. (Fall) **Maskit. 4**

Philosophy of Feminism (PHIL-275) Feminism can radically challenge traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to objectivity, universality, and truth. Thus, feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. Are there philosophically significant differences between men and women? This course examines this and other questions, emphasizing contemporary feminist discussions of epistemology, ethics, and science. Prerequisite: One previous course in Philosophy or Women's Studies or consent. (Spring) **Fultner. 4**

Philosophy of Mind (PHIL-280) This course addresses fundamental questions regarding the nature of the human mind and thought. Students will be introduced to the leading 20th century theories of mind as well as critical responses to these theories. They will become acquainted with the works of philosophers such as J.J.C. Smart, Gilbert Ryle, Ludwig Wittgenstein, Daniel Dennett, Patricia and Paul Churchland, Jerry Fodor, Fred Dretske, Hillary Putnam, and others. We will address questions such as whether we can know there are other minds, whether mental states are identical or reducible to brain states, how it is that our thoughts can be about anything at all, whether there is a "language of thought", and whether our ordinary talk about mental events genuinely explains human actions. Prerequisite: One previous course in Philosophy, Psychology major, Neuroscience 200 or consent. (Not offered 2005-2006) **Staff. 4**

Intermediate Topics Seminar in Philosophy (PHIL-291) An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. Prerequisite: One previous course in Philosophy or consent. **Staff. 4**

Intermediate Topics Seminar in Philosophy (PHIL-292) An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. Prerequisite: One previous course in Philosophy or consent. **Staff. 4**

Topics in the History of Philosophy (PHIL-293) This course provides a venue in the curriculum for topical seminars dealing with major figures and problems in the history of philosophy. Prerequisite: One previous course in Philosophy or consent. **Staff. 4**

Topics in Ethics (PHIL-294) This course provides the opportunity for topical seminars on major issues in ethical theory. Prerequisite: One previous course in Philosophy or consent. (Topic for Fall 2004: Ethical Theory) **Moller. 4**

Topics in Social and Political Philosophy (PHIL-295) This course provides a venue in the curriculum for topical seminars dealing with major issues in social and political theory. Prerequisite: One previous course in Philosophy or consent. (Not offered 2005-2006) **Staff. 4**

Topics in Contemporary Philosophy (PHIL-296) This course provides the opportunity for topical seminars on major issues and debates in contemporary philosophy. Prerequisite: One previous course in Philosophy or consent. **Staff. 4**

Existentialism (PHIL-298) This course will involve a study and discussion of the basic concepts of Existentialism as they have developed primarily in the 19th and 20th Century "classics" of Existentialism - philosophical and other. Topics such as alienation and authenticity, freedom and responsibility, good faith vs. bad faith, rationality and the absurd, values and nihilism, God and meaninglessness, will be investigated. Selected literature from the philosophical and literary works of Tolstoy/Dostoevsky, Nietzsche, Kierkegaard, Sartre, Camus, and Tillich will form the basis for our inquiry and discussion. Students will be expected to use the course both to become closely acquainted with the philosophy of Existentialism and to confront and clarify some of the fundamental issues and value concerns of their existence. Prerequisite: One previous course in Philosophy or consent. (Not offered 2005-2006) **Santoni. 4**

Intermediate Topics in Philosophy (PHIL-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Metaphysics (PHIL-305) Metaphysics is often regarded as the foundation of philosophy. To think metaphysically is to think rigorously about the ultimate nature of reality. This course is an examination of a variety of metaphysical problems, including personal identity, mind, causation, space, time and human freedom. Readings will include a mixture of contemporary and classical sources including Plato, Hume, Leibniz, Schopenhauer, Ayer, Ryle, Moore and others. Prerequisite: Two previous courses in Philosophy or consent. (Fall) **Bradner. 4**

Theories of Knowledge (PHIL-306) An inquiry into the meaning, possibility, conditions, criteria, and types of truth and/or knowledge, and a discussion of representative theories of knowledge. The class will aim to achieve clarity in respect to both classical and contemporary approaches to the problem of knowledge. The adequacy of those approaches will be assessed. Prerequisite: Two previous courses in Philosophy or consent. (Not offered 2005-2006) **Staff. 4**

Nineteenth-Century Philosophy (PHIL-330) This course examines some of the most important developments in European philosophy during the nineteenth century. Figures to be read may include Hegel, Marx, Kierkegaard, Schopenhauer, Nietzsche, Mill, Frege, and others. Prerequisite: Two previous courses in Philosophy. (Not offered 2005-2006) **Vogel. 4**

History of Analytic Philosophy (PHIL-333) The course will trace the roots of Analytic Philosophy from its beginnings in the work of Bertrand Russell and G.E. Moore (and their rejection of 19th Century British Idealism), through its development by the members of the Vienna Circle (the Logical Positivists), and later by Ryle, Wittgenstein, Strawson, Quine, Sellars, and others. The aim will always be to understand the substantive concerns of the movement along with its methodology. Thus, the class will confront some of the central issues in Epistemology, Metaphysics, Ethics, Philosophy of Language, and Philosophy of Science as they have been treated by analytic philosophers. Prerequisite: Two previous courses in Philosophy or consent. (Not offered 2005-2006) **Fultner. 4**

History of Continental Philosophy (PHIL-334) This course traces the development of Continental Philosophy from 1900 to the present, including the phenomenological movement of Husserl, Heidegger, Sartre, and others; the neo-Marxism of the Frankfurt School and Habermas; the hermeneutics of Gadamer and Ricoeur; and the post-structuralism of Foucault, Derrida, and others. Prerequisite: Two previous courses in Philosophy or consent. (Spring) **Vogel. 4**

Philosophy of Language (PHIL-360) The nature of language and meaning has been a pivotal concern of twentieth-century philosophers. This course will consider questions such as: What is a language? What is it for a word to have meaning? How is communication possible? Are meanings "in the head"? What is the relation between language and thought? This course will address topics such as reference, the role of speaker intentions, and the indeterminacy of translation. Students will be introduced to several strands of philosophy of language such as formal semantics and ordinary language philosophy, and will become familiar with the writings of philosophers ranging from Frege, Russell, and Wittgenstein to Quine, Austin, Putnam, Searle, Chomsky, Davidson, and others. Prerequisite: Two previous courses in Philosophy or consent. (Not offered 2005-2006) **Fultner. 4**

Directed Study (PHIL-361) Staff. 1-4

Directed Study (PHIL-362) Staff. 1-4

Independent Study (PHIL-363) Staff. 1-4

Independent Study (PHIL-364) Staff. 1-4

Advanced Topics Seminar in Philosophy (PHIL-391) An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. **Staff. 4**

Advanced Topics Seminar in Philosophy (PHIL-392) An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. **Staff. 4**

Advanced Topics in Philosophy (PHIL-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Seminar in Philosophy (Junior/Senior Seminar) (PHIL-431) An intensive study in a major figure in philosophic thought. The topic varies from semester to semester, depending upon the needs of the students and the interests of the Department. Recent seminars have dealt with Mill, Heidegger, Kant, and Brandom. Prerequisite: Two previous courses in Philosophy and junior/senior standing or consent. Fall: James (Moller) Spring: Foucault (Maskit) **Staff. 4**

Senior Symposium (PHIL-440) In the spring semester, senior philosophy majors present a paper in a symposium format to their peers and to philosophy faculty. The 12-page paper is the result of a year-long project. Students are also required to act as commentators for one other senior paper and to participate fully in all paper sessions. For senior philosophy majors only. **All Staff Members. 1**

Senior Research (PHIL-451) Staff. 4

Senior Research (PHIL-452) Staff. 4

Honors Project (PHIL-461) Staff. 4

Honors Project (PHIL-462) Staff. 4

Philosophy, Politics and Economics (PPE)

Faculty

Committee: Professors Ted Burczak, James R. Pletcher, Barbara Fultner

Faculty: Robin Bartlett (Economics), Sohrab Behdad (Economics), Eric Boehme (Political Science), David Boyd (Economics), Laura Boyd (Economics), Lariece Grant Brown (Economics), Emmett Buell (Political Science), Theodore A. Burczak (Economics), Sue Davis (Political Science), Paul Djupe (Political Science), Quentin Duroy (Economics), Barbara Fultner (Philosophy), Andrew Katz (Political Science), Ross LaRoe (Economics), Songhua Lin (Economics), Anthony Lisska (Philosophy), Timothy Miller (Economics), Mark Moller (Philosophy), James Pletcher (Political Science), Steven Vogel (Philosophy), Andrea Ziegert (Economics)

Departmental Guidelines and Goals

The PPE Program enables students to pursue a rigorous course of studies exploring the important historical, methodological, and theoretical interconnections among the three indicated fields of study. It is designed, specifically, to meet the needs of students seeking to understand the theoretical foundations of political and economic thought.

The PPE Program is overseen by the PPE Committee comprising one faculty member from each of the PPE departments. Each PPE major must choose a member of the PPE Committee to serve as his or her PPE adviser. The PPE Committee (as a whole) must approve the individual program of each PPE student. Students wishing to pursue a PPE major should contact one of the three PPE Committee members listed above.

PPE Major

The course requirements for the PPE Program are divided into three sections, 1) Core Courses [12 courses], 2) Electives [5 courses], and 3) Senior Research [one semester]. Core courses are chosen to provide students with a grounding in each of the three disciplines; electives allow each student to concentrate upon a specific area or topic of interest; and the senior research project provides a culminating experience allowing students to draw together their work in the three disciplines. In effect, the PPE major is a double major distributed across three departments. Therefore, in keeping with college policy, students choosing the PPE major may not take any other major or minor.

Core Courses

Philosophy
101 Enduring Questions of Philosophy *or* 200 Philosophical Studies
121 Ethics
126 Social and Political Philosophy
250 Philosophy of Law *or* 294 Topics in Ethics *or* 295 Topics in Social and Political Philosophy

Political Science
202 American Political Behavior and Institutions
205 Introduction to Concepts in Political Philosophy
221 Introduction to Comparative Politics of Developed States or POSC 222 Comparative Politics of Developing Nations
303 or 304 The Development of Political Thought

Economics
101 Introductory Macroeconomics
102 Introductory Microeconomics
301 Intermediate Macroeconomics or 302 Intermediate Microeconomics
401 History of Economic Thought I or 402 History of Economic Thought II

Electives A student must select five additional advanced courses in at least two of the three departments. The courses which satisfy this requirement must be approved by the PPE Committee. Under special circumstances, and with the approval of the PPE Committee, a student may be permitted to fulfill up to two of his or her elective requirements with courses outside of the Political Science, Economics, and Philosophy departments. It is the responsibility of each student's PPE adviser and, ultimately, the PPE Committee, to see that the student's course of study realizes the overall goals of the PPE Program.

Senior Research/Honors Project In addition to completing the course sequence indicated above, each PPE student must complete at least one semester of senior research culminating in a senior research project or honors thesis linking the three areas and approved by readers chosen from the three departments.

Additional Points of Interest

PPE Proposal Each prospective PPE student must submit a formal PPE proposal by March 15 of his or her sophomore year, indicating a general topic or theme that will serve as the focus of the major, and proposing a program of study that includes specific plans as to which core courses and which electives will count towards the major. This proposal must be approved by the PPE committee before the student registers for the junior year. In addition, by the end of the junior year each PPE student must make a formal proposal for a senior research project, which must again be approved by the PPE committee.

Course Offerings

Introductory Macroeconomics (PPE-101) Course normally listed as ECON 101. **Staff. 4**

Introductory Microeconomics (PPE-102) Course normally listed as ECON 102. **Staff. 4**

Enduring Questions of Philosophy (PPE-110) Course normally listed as PHIL 101. **Staff. 4**

Ethics: Philosophical Considerations of Morality (PPE-121) Course normally listed as PHIL 121. **Moller. 4**

Social and Political Philosophy (PPE-126) Course normally listed as PHIL 126. **Staff. 4**

Philosophical Studies (PPE-200) Course normally listed as PHIL 200. **Staff. 4**

American Political Behavior and Institutions (PPE-202) Course normally listed as POSC 202. **Buell, Djupe. 4**

Introduction to Concepts of Political Philosophy (PPE-205) Course normally listed as POSC 205. **Boehme. 4**

Introduction to Comparative Politics of Developed States (PPE-221) Course normally listed as POSC 221. **Davis. 4**

Comparative Politics of Developing Nations (PPE-222) Course normally listed as POSC 222. **Pletcher. 4**

Philosophy of Law (PPE-250) Course normally listed as PHIL 250. **Lisska. 4**

Topics in Ethics (PPE-294) Course normally listed as PHIL 294. **Moller. 4**

Topics in Social and Political Philosophy (PPE-295) Course normally listed as PHIL 295. **Staff. 4**

Intermediate Macroeconomics (PPE-301) Course normally listed as ECON 301. **Bartlett, Burczak, Duroy, Lin, Miller. 4**

Intermediate Microeconomics (PPE-302) Course normally listed as ECON 302. **Boyd, LaRoe. 4**

Development of Political Thought Machiavelli to Mill (PPE-303) Course normally listed as POSC 303. **Boehme. 4**

Development of Political Thought Marx to Present (PPE-304) Course normally listed as POSC 304. **Boehme. 4**

History of Economic Thought I (PPE-401) Course normally listed as ECON 401. **Behdad, Burczak, LaRoe. 4**

Physical Education

Faculty

Larry Scheiderer, Director of Athletics, Physical Education and Recreation

Lynn Schweizer, Associate Director of Athletics, Physical Education and Recreation

Associate Professor Pan Fanaritis, Chairperson

Associate Professors Pan Fanaritis, Sara Lee, Gregg Parini, Lynn Schweizer; Assistant Professors Stephani Brzezowski, Nicholas Fletcher, Bob Ghiloni, Brian Hortz, Gail Murphy, Rob Russo, Eric Winters; Academic Secretary Leah Hickman

Departmental Guidelines and Goals

Through the unique contribution of the programs of the Department of Athletics, Physical Education and Recreation, our mission is to provide men and women the opportunity for growth and development in their intellectual, physical and social lives. The Physical Education major is committed to providing students with the knowledge and skills necessary to provide future generations with the opportunity to improve their physical and mental well-being through programs of athletics, physical education and recreation.

All 100-level Physical Education activity classes/intercollegiate sports are offered for S/U credit. A student may count toward graduation no more than four credits for participation experiences that are credited S/U, unless such credits in excess of four are required for the student's major or minor.

One- and two-credit hour activity courses are offered for 14 weeks during the 1st and 2nd semester. Seasonal sport activities are offered for 7 weeks each quarter for 1/2 credit.

Athletic Training Major

(See page 36.)

Physical Education Major

A student majoring in Physical Education must complete the core courses Phed 172, 344, 438 and 439. The student must also elect one of the following concentrations : sports management or teaching.

Sports Management Concentration Required courses: PHED 172, 344, 350, 429, 430, 438, 439, Econ 102, Psych 200 and 230. Elective courses: Two courses from Phed 315, 320, 328, 340, 345

Teaching Concentration Students interested in the teaching concentration should consult with the chairperson of the Physical Education department. Although licensure is not offered, students may pursue a teaching concentration to prepare for graduate programs for teaching elementary or secondary physical education and/or health education. A full list of courses will be available in the Department of Physical Education.

Physical Education Minors

The department offers the following minors:

Athletic Training The student must take Phed 172, 204, 340, 344, 345, 350, 438, 439 and 441. Normally, this minor would give students the opportunity to pursue pre-physical therapy or athletic training in graduate school.

Coaching The student must take Phed 172, 340, 350, 375. Electives: 4 courses from 300-400 level courses, and Phed 204.

Sports Management The student must take Phed 172, 350, 430; Econ 190, Psych 230. Electives: 3 courses from 300-400 level courses, and Phed 204.

Additional Points of Interest

Physical Education activity classes that are 1/2-credit meet on a quarterly system based on two seven-week quarters each semester. All 100 and 200-level Physical Education courses will be graded on satisfactory/unsatisfactory basis.

Course Offerings

Introductory Topics in Physical Education (PHED-100) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Swim for Fitness (PHED-106) This class is designed for the student who wants to learn, firsthand, the benefits and methods of aquatic conditioning. After completing this course, the participant will have the knowledge necessary to organize a personal conditioning program for lifetime fitness. The student should have a basic skill level in swimming. (Offered fourth quarter, spring semester) **Staff. .5**

Golf (PHED-120) For players on every level. An introduction to the techniques and rules required for participation in the sport of golf. (Offered first quarter, fall semester) **Staff. .5**

Tennis - Racquetball (PHED-131) For players on every level. An introduction to the techniques and rules required for participants in the sports of tennis and racquetball. Students will review the basic skills of serving, forehand and backhand strokes and game strategy will be discussed. The first half of the semester will be devoted to learning tennis and the second half of the semester racquetball. (Offered fall semester) **Staff. 1**

Soccer (Indoor) - Basketball (PHED-151) For players on every level. Students will learn basic skills, rules and strategy and apply them in game situations. The first half of the semester will be devoted to learning indoor soccer and the second half of the semester basketball. (Spring semester) **Staff. 1**

Floor Hockey (PHED-158) Students will learn the basic skills, rules and strategy, and apply them in game situations. No previous experience necessary. **Staff. .5**

Speed and Agility Training (PHED-159) This course is intended for any intercollegiate, intramural, or recreational athlete interested in increasing athletic performance and decreasing the chance of injury through an integrated performance enhancement training system. The course will address four major areas to improve athletic speed and agility including but not limited to: general physical preparedness and work capacity, core stabilization and extremity proprioception, muscular force production, and neurological/biomechanical efficiency. At the conclusion of the course, the student should be able to give examples of and effectively perform the following activities: dynamic flexibility; warm-up routine; rapid, short, and long response drills for vertical, linear, lateral, and multi-planar movements; upper and lower body plyometric and ballistic movements; linear, lateral, change of direction; and acceleration speed enhancement drills; and static proprioceptive neuromuscular facilitation (PNF) stretching. (Offered fall and spring semesters) **Staff. .5**

Lifetime Fitness (PHED-160) This course will provide the students with exposure to various means by which to become aerobically fit. Some examples include taebo, Windsor Pilates, and aerobics. Aerobic exercise and aerobic fitness, as well as nutrition and basic health and fitness concepts will also be introduced as they relate to "Lifetime Fitness." (Offered fall and spring semesters) **Staff. 1**

Strength Training (PHED-161) Students will learn and practice the principles of progressive resistance exercise, with an emphasis on safety factors; warm-up and stretching; selection of exercises and equipment; and the variation of sets and repetitions performed. Nutrition as it relates to strength training will also be covered. (Offered fall and spring semesters) **Staff. 1**

Self-Defense for Women (PHED-162) This course is for women to learn basic self-defense techniques to prevent sexual assault. We will discuss and practice strategies that can be used in a variety of self-defense situations, including street and job harassment, date-rape, and stranger assault, fighting from the ground, defending yourself with or against a weapon, and defense against multiple attackers. Students will learn to combine mental, verbal and physical self-defense techniques in their personal lives. (Offered spring semester) **Staff. 1**

Introduction to Taekwondo (PHED-166) This is a basic level self-defense course in which students will learn the fundamental kicking and punching skills of Taekwondo. A large portion of the class will involve conditioning. Students will have the opportunity to complete testing and certification for different levels of belts. Fee: $180, which includes manual, belt, shirt, pants, testing, and two rank certifications. (Offered fall semester and spring semester) **Staff. 2**

Intermediate Taekwondo (PHED-167) This course is a continuation of the beginner/introductory class (must have taken PHED 166 or be an orange belt). Students will be exposed to new material, which includes new kicks and blocks specific for the next two belt levels. Students will start sparring which involves putting on gear and making light contact with a partner as each student comes up with his or her own combinations and attacks. Students will be tested on the material at the end of each quarter, and will receive a new belt if they pass. Fee: $300 which includes 2 testings - $90, instructor fee - $50, t-shirt - $20, Gear - $140. (Offered fall and spring semesters) **Staff. 2**

Intermediate Strength Training (PHED-168) At the conclusion of this course, the students will be able to apply a variety of effective resistance training principles to their personal strength training program. Secondly, the students will also be able to design a resistance training program in accordance with their own strength level, equipment availability, time restraints and personal goals. Finally, the students will be able to differentiate between a multitude of training philosophies and methods and be able to determine their effectiveness in relation to their specific training goals. **Staff. 1**

Advanced Taekwondo (PHED-169) This is a combination of the other taekwondo courses (must have taken PHED 167 or be a senior green belt). This course is designed to allow those interested in continuing their taekwondo training to do so. Each student will work on his or her individual material, and in that sense, this course is a little more self-guided. Depending on rank, each student will have a form to learn, as well as new kicks and blocks. Understanding of this material will be demonstrated at a testing, which will take place at the end of each quarter. Students will continue to spar, in which they must demonstrate good control, an understanding of new techniques, as well as overall growth and improvement from previous rank. Fee: $170 includes 2 high rank testings - $100, instructor fee - $50, t-shirt - $20. (Offered fall and spring semesters) **Staff. 2**

First Aid and CPR (PHED-172) It is expected that students will master the techniques and skills that are associated with the primary and secondary injury survey, immediate care, basic life support, and injury stabilization. Students who master the standards will receive American Red Cross certification in first aid and CPR. Students who expect to major in athletic training must complete the CPR for the professional rescuer prior to the conclusion of their first-year. (Offered fall and spring semesters) **Staff. 1**

Varsity Baseball (Men) (PHED-180) Craddock. 1

Varsity Basketball (Men) (PHED-181) Ghiloni. 1

Varsity Cross Country (Men) (PHED-182) Torrens. 1

Varsity Football (Men) (PHED-183) Fletcher. 1

Varsity Golf (Men) (PHED-184) Pottkotter. 1

Varsity Lacrosse (Men) (PHED-185) Staff. 1

Varsity Soccer (Men) (PHED-186) Russo. 1

Varsity Swimming & Diving (Men) (PHED-187) Parini, Gillie. 1

Varsity Tennis (Men) (PHED-188) Burling. 1

Varsity Indoor/Outdoor Track (Men) (PHED-189) Fanaritis. 1

Varsity Basketball (Women) (PHED-190) S. Lee. 1

Varsity Softball (Women) (PHED-191) Bruder. 1

Varsity Field Hockey (PHED-192) Soteriades. 1

Varsity Lacrosse (Women) (PHED-193) Brzezowski. 1

Varsity Swimming and Diving (Women) (PHED-194) Parini, Gillie. 1

Varsity Tennis (Women) (PHED-195) **Burling. 1**

Varsity Indoor/Outdoor Track (Women) (PHED-196) **Fanaritis. 1**

Varsity Volleyball (Women) (PHED-197) **S. Lee. 1**

Varsity Soccer (Women) (PHED-198) **G. Murphy. 1**

Varsity Cross Country (Women) (PHED-199) **Torrens. 1**

Red Cross Lifeguard Training (PHED-201) This course is designed to certify students in CPR-PR, first aid and American Red Cross Lifeguard Training. Certification may qualify students for employment as a lifeguard at pools and camps. (Offered spring semester) **Staff. 2**

Water Safety Instructor (PHED-202) Successful completion of this course leads to American Red Cross Certification as a WSI. This course will certify students to teach a variety of swim courses including Infant and preschool skills, beginning to advanced swimming skills, community water safety, basic water safety and water safety instructor aide. Prerequisite: 17 years of age, basic rescue and swimming skills. Students will experience practice teaching of faculty/staff children. (Offered spring semester) **Staff. 2**

Skin and Scuba Diving (PHED-203) Successful completion of this course will lead to national certification as a PADI Open Water Diver. Students must furnish mask, fins and snorkel. Prerequisites: Above average swimming skills, good physical condition, free of chronic sinus or ear conditions and asthma. Fee: $290, which includes text, diving tables, diving log, pool rental, and use of scuba equipment. (Offered fall and spring semester) **Staff. 2**

Applied Anatomy (PHED-204) An in-depth study of the organization and function of anatomical structures within the human body. Topics include: skin, connective tissue, nervous, musculature, skeletal, digestive, respiratory, cardiovascular, endocrine, and urinary systems. Students who expect to major in athletic training must complete this course prior to the conclusion of their first-year. (Offered spring semester) **Staff. 4**

Intermediate Topics in Physical Education (PHED-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Principles of Strength Training and Condition (PHED-315) This course will explore the scientific principles, concepts and theories of strength training and conditioning. The student will study the principles founded in the exercise sciences and examine how they can best be applied in designing effective and safe strength and conditioning programs. (Offered spring semester) **Staff. 4**

Women in Sport (PHED-320) This course is designed to give students a comprehensive look at women in sport: past, present and future. This course will examine, analyze and synthesize the issues surrounding women. Each topic will be studied through readings, films, class discussions and reflect sport from historical, psychological, sociological, physiological, political and philosophical perspectives. This course satisfies the G.E. Minority/Women's Studies requirement. Cross-listed with Women's Studies. (Offered as FYS spring semester) **Staff. 4**

Psychology of Sport (PHED-325) This course will explore the theoretical and empirical research pertaining to the psychological determinants of athletic performance. Areas of interest include the history of sport psychology, personality, motivation, goal setting, fundamental beliefs, anxiety, causal attribution, communication and intra-term dynamics. The culminating experience of the course is a major paper in which students are expected to apply theory and research into a practical setting as they design a program to help improve some aspect of their athletic performance or promote an injured athlete's psychological well being during rehabilitation. Class includes a lab designed to be a setting in which students gain field experience through the practical application of the theories of sport psychology. (Offered fall semester) **Staff. 4**

Contemporary Issues in Physical Education, Health and Sports (PHED-328) This course will deal with the social, psychological, and ethical issues in physical education and sports. Topics to be covered will include: sexism, racism, children in sport, competition, social aspects of sports, high school and college sports and professional sports. All stages of physical education and sports will be included from recreational play to professional athletics. (Offered fall semester) **Staff. 1-3**

Basic Athletic Training (PHED-340) This course is designed to present introductory material that pertains to the study of athletic training. Material presented during lecture and laboratory experiences include: organization of the athletic training profession, functions of and interactions between medical and allied health professions, medical terminology, common medical conditions, principles of fitness, and methods by which athletic injuries are stabilized using tape and braces. Laboratories involve the teaching, demonstration, and mastery of taping, bracing, and splint construction. This class must be completed prior to the completion of the student's first-year if the student desires to major in athletic training. Three class periods and one laboratory weekly. (Offered fall semester) **Staff. 4**

Personal and Community Health (PHED-344) A study of the biological, psychological, and sociological data underlying a full spectrum of health related behaviors. A variety of topics including physical health, sexual habits and health, drug and alcohol use and family dynamics will be covered. In addition, students will complete a number of self-assessments with respect to their related behaviors. (Offered spring semester) **Staff. 3**

Nutrition (PHED-345) This course is designed to present the foundation of nutrition as it relates to physical education, athletics and the active population. The student will study the physiological processes involved in nutrition, as well as healthy eating habits, nutritional programming, and the disorders involved in the nutritional realm. Prerequisite: PHED 344, Personal and Community Health. (Not offered 2005-2006) **Staff. 4**

Physical Education Practicum (PHED-350) This course provides the opportunity to gain practical experience working in various professional settings in the field of Physical Education. This course is graded S/U and fulfills the Practicum course that is required in the major concentration. Students will meet with a faculty member from the Department of Physical Education who will become the practicum instructor. If students plan to complete the practicum with an outside agency, it is recommended that arrangements be made in regard to field placement site prior to final registration. For details regarding this procedure, see the course instructor prior to pre-registration. Consent of the instructor is required for enrollment. (Offered fall and spring semesters) **Staff. 0-3**

Directed Study (PHED-361) Staff. 1-4

Directed Study (PHED-362) Staff. 1-4

Independent Study (PHED-363) Staff. 1-4

Independent Study (PHED-364) Staff. 1-4

Coaching Methods (PHED-375) This course will introduce students to the art and science of coaching. Students will explore different coaching philosophies and the principles of effective coaching. Proper communication skills, sport pedagogy, and sport physiology will also be presented. Students will read about different coaches that are leaders in their sport, and compare their methods of coaching. Students will discuss motivational strategies and current issues and trends in coaching athletes of all ages. (Not offered 2005-2006) **Staff. 3**

Therapeutic Modalities in Athletic Training (PHED-420) This lecture/laboratory course is designed to present the foundation of therapeutic modalities that are common to the area of injury/illness rehabilitation. Among the topics included in lecture and laboratory experiences are: biologic process of wound healing, thermal agents, cryotherapy, hydrotherapy, ultrasound, therapeutic drugs, and transcutaneous electrical nerve stimulation. This course includes one laboratory session each week during which students will demonstrate the therapeutic techniques discussed in lecture. (Offered fall semester) **Staff. 4**

Therapeutic Exercise in Athletic Training (PHED-421) This lecture/laboratory course is designed to present the foundation of therapeutic exercises that are common to the area of injury rehabilitation. Among the topics included in lecture and laboratory experiences are: range of motion, resistance exercise, stretching, joint mobilization, and neuromuscular control. This course includes one laboratory session each week during which students will demonstrate the therapeutic techniques discussed in lecture. (Offered spring semester) **Staff. 4**

History and Philosophy of Physical Education, Health and Sport (PHED-429) This course will examine the historical foundations of physical education, health and athletics through a study of the development of each area from early cultures to the present. Students will be introduced to the different philosophical theories that have influenced the profession and will start to develop their own philosophy. Students will discuss moral reasoning and ways to develop principles that will help preserve ethical values in sport. The psychological, sociological and cultural aspects of sport will be reviewed with an emphasis on the principles and ideas of the leaders who helped shape the profession. (Offered fall semester) **Staff. 4**

Organization and Administration of Athletics and Physical Education (PHED-430) Students will study the administration of athletics, physical education and club/intramural sports. Students will be introduced to the various means of structuring an organization in order to achieve the objectives of physical education and athletics. The course will cover budget and various management functions, as well as the essential elements of leadership needed for the efficient administration of sport related programs. (Offered spring semester) **Staff. 3**

Athletic Training Administration (PHED-435) Material is presented within this class that pertains to the knowledge associated with the administration of health care settings. Topics included within this course are: medical planning, injury risk reduction, and health insurance. Additional topics include: facility planning, employment and common budgeting practices. (Offered spring semester) **Staff. 4**

Exercise Physiology (PHED-438) The primary purpose of this course is to study the effects of physical activity on human physiology. Various forms of exercise will be considered relative to both their immediate and long-range effects. Topics include history; stress and general adaptation syndrome; stress in relation to exercise and the endocrine system; motor activity; skeletal muscle structure and function; energy metabolism and recovery; and principles of conditioning and the training effects. (Offered fall semester) **Staff. 3**

Kinesiology (PHED-439) This course is a study of the anatomical and mechanical fundamentals of human motion. The course will examine various joint systems in the body with an emphasis on the forces and biomechanical factors that operate on the muscles, connective tissue and bones in each joint system. Sports specific movements and injury risk factors will also be discussed. Prerequisite: PHED 204. (Offered spring semester) **Staff. 3**

Orthopedic Injury and Illness Assessment (PHED-441) This lecture/laboratory course provides an opportunity for students to comprehend and master the techniques by which orthopedic injuries and common illnesses are evaluated by health care professionals. Each week students are presented with one laboratory session in which the evaluative techniques discussed during lecture are demonstrated and mastered. Prerequisite: PHED 204. (Offered fall semester) **Staff. 4**

Senior Research (PHED-451) **Staff. 4**

Senior Research (PHED-452) **Staff. 4**

Honors Project (PHED-461) **Staff. 4**

Honors Project (PHED-462) **Staff. 4**

Physics

Faculty

Associate Professor Kimberly A. Coplin, Chair

Associate Professors Kimberly A. Coplin, Steven D. Doty, N. Daniel Gibson, C. Wesley Walter; Assistant Professors Daniel C. Homan, Prabasaj Paul; Visiting Assistant Professor Jeffrey Sudol; Academic Secretary Christie Kasson

Departmental Guidelines and Goals

The study of physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end courses offered by the Department of Physics and Astronomy are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical physics, and to a level of sophistication commensurate with his or her motivation, goals, and abilities.

A major in Physics, in addition to preparing students for professional work including secondary school teaching, has proven desirable for those preparing for careers in engineering, medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

For off-campus research opportunities in Physics, see the Oak Ridge Science Semester listed elsewhere in this catalog.

Physics Major

A student desiring to major in Physics, or Physics with a concentration in Astronomy, Geophysics, or in related fields, should consult early with a member of the Department. The minimum requirements for the major in Physics qualifying for the B.A. degree include,Physics 125, 126, 127, 200, 211, 305, 306, 312p or 312g, two semesters of 400, and the comprehensive experience, consisting of a comprehensive examination and an independent research project. (Students who have taken Physics 121-2 should consult with the chair about requirements.) All majors are required to complete the following four courses in the Department of Mathematics: Math 123, 124, 222, 351. Students wishing to qualify for the B.S. degree must take two additional physics courses, 330 and one course from among 220, 320, 345, 405, and 406. Majors normally are expected to become proficient in computer programming and data processing.

Students preparing for graduate work in Physics, Astronomy, or related fields are advised to elect the B.S. degree in Physics, and to take a total of at least six courses in the Department of Mathematics. Two or more courses taken in other science departments (Biology, Chemistry, Geosciences) are desirable.

Physics Minor

A minor program in Physics is designed to be flexible and to complement the student's major program. The student, in consultation with the Physics and Astronomy Department, will develop a minor program which will broaden and enhance both the liberal arts experience and the student's major program. The minor shall include: Physics 125, 126, 127, and Mathematics 123 and 124. (Students who have taken Physics 121-2 should consult with the chair about requirements.) In addition, three courses at the advanced level (200 and above) in Physics are required for the minor. One of the three courses shall include a significant laboratory component. These courses will be selected to provide a perspective on the discipline with the specific needs of the student in mind. In addition to these requirements, a final culminating experience will be designed by the Department and the student. As an example, if the student's major requires a comprehensive exam, then additional questions from Physics might be included which would tend to integrate or connect the two disciplines. Another possibility might include an interdisciplinary research that bridges the major and minor areas.

Major in Physics (Geophysics Concentration)

The minimum requirements for this program are Physics 125, 126, 127, 211, 305, 306, 312g, Math 123, 124, 351, and Geosciences 111, 210, 211, 212, and 311. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult with the Physics and Geosciences chairpersons not later than their sophomore year.

Additional Points of Interest

Engineering Denison offers the opportunity to study engineering via three-two dual degree programs undertaken in cooperation with leading schools of engineering. Students interested in these programs should consult early with the Pre-Engineering Director, Assistant Professor Homan. Additional details can be found in this catalog under Pre-Professional Programs.

Safety Glasses Certain courses in this department require the use of safety glasses. These courses are designated with the words Safety Glasses Required at the end of their descriptions. A full statement on the use of safety glasses is available (see page 238).

Course Offerings

Current Topics in Physics (PHYS-100) Designed principally for students not contemplating a major in the sciences, but who nevertheless wish to develop their ability to figure things out about the physical world for themselves. Recently, the course has focused on the physics of societal concerns such as energy and the environment. The laboratory, an integral part of the course, will serve to introduce the student to the observation, measurement, and analysis of phenomena directly related to topics studied in the course. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. (Not offered every year) **Staff. 4**

General Physics I (PHYS-121) This course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes an introduction to the Physics of the 20th Century. Four lectures and one two-hour laboratory each week. Safety glasses required. Prerequisite: Math 121 or 123 or concurrent. (Fall Semester) **Staff. 0-4**

General Physics II (PHYS-122) This course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes an introduction to the Physics of the 20th Century. Four lectures and one two-hour laboratory each week. Safety glasses required. Prerequisite: PHYS 121. (Spring Semester) **Staff. 4**

Quarks to Cosmos: Frontiers of Contemporary Physics (PHYS-125) This course is designed for first-year students who intend to major in physics or pre-engineering. The goal of Physics 125 is to stimulate interest in physics by exposing students to topics that are at the current frontiers of physics and to help students develop quantitative reasoning and analytical skills that are necessary for further study in physics. Topics possibly covered include relativity, particle physics, cosmology, QED, and basic quantum mechanics. The course is intended to help students make a smooth transition from high school math and physics courses to our Principles of Physics course (126-127). Prerequisite: Math 123 or concurrently. (Fall Semester) **Staff. 4**

Principles of Physics I (PHYS-126) This course is designed to provide a thorough quantitative understanding of the principles of physics and its approach toward investigating natural phenomena and the universe around us. This calculus-based sequence is primarily designed for those interested in physics, astronomy and pre-engineering. This course is also appropriate for those majoring in other physical sciences (see also Physics 121-122). Four lectures and one three-hour laboratory each week. Safety glasses required. Prerequisite: 125, Math 124 or concurrent. (Spring Semester) **Staff. 4**

Principles of Physics II (PHYS-127) This course is designed to provide a thorough quantitative understanding of the principles of physics and its approach toward investigating natural phenomena and the universe around us. This calculus-based sequence is primarily designed for those interested in physics, astronomy and pre-engineering. This course is also appropriate for those majoring in other physical sciences. (also see Physics 121-122). Four lectures and one three hour laboratory each week. Safety glasses required. Prerequisite: 126. (Fall Semester) **Staff. 4**

Introductory Topics in Physics (PHYS-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Modern Physics (PHYS-200) A quantitative study of topics in modern physics including special and general relativity, atomic and nuclear physics, molecular and solid state physics, with particular emphasis on analytical techniques. Prerequisites: 122 or 127, Math 222 or concurrent. (Spring Semester) **Staff. 4**

Electronics (PHYS-211) A course in circuit design which emphasizes the use of linear and digital integrated circuits, transistors, and other solid state devices. Prerequisite: 122 or 127 or consent. (Spring Semester) **Staff. 4**

Geometrical and Physical Optics (PHYS-220) A study of the laws of reflection and refraction and their applications to lenses and mirrors; and a study of diffraction, interference, polarization, and related phenomena. This course normally will be offered in alternate years. The course includes a laboratory. Prerequisite: 122 or 127. (Not offered 2005-2006) **Staff. 4**

Intermediate Topics in Physics (PHYS-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Classical Mechanics (PHYS-305) A course in classical mathematical physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis. Prerequisite: PHYS 127, Math 351 or concurrent. (Fall Semester) **Staff. 4**

Electricity and Magnetism (PHYS-306) A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields, Maxwell's equations, and electromagnetic radiation. Prerequisite: 305 or consent. (Spring Semester) **Staff. 4**

Experimental Physics (PHYS-312) A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Prerequisites: 122 or 127, 211 recommended. May be repeated once for credit. Safety glasses required. (Fall Semester) **Staff. 4**

Thermodynamics (PHYS-320) Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will be offered in alternate years. The course may include a laboratory. Prerequisite: 200. (Fall Semester) **Staff. 4**

Introductory Quantum Mechanics (PHYS-330) A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305-306, Math 351 or consent. (Spring Semester) **Staff. 4**

Advanced Topics (PHYS-340) Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: junior standing and consent of chairperson. **Staff. 1-2**

Special Topics in Physics (PHYS-345) Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, astrophysics, geophysics and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: 122 or 127 or consent. **Staff. 4**

Directed Study (PHYS-361) Prerequisite: Consent of chairperson. **Staff. 1-4**

Directed Study (PHYS-362) Prerequisite: Consent of chairperson. **Staff. 1-4**

Independent Study (PHYS-363) **Staff. 1-4**

Independent Study (PHYS-364) **Staff. 1-4**

Advanced Topics in Physics (PHYS-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Physics Seminar (PHYS-400) Current topics in physics. May be repeated. (Spring Semester) **Staff. 1**

Advanced Dynamics (PHYS-405) A course extending the work of 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical physics. Prerequisite: 305 or consent. (Not offered every year) **Staff. 3**

Electromagnetic Theory (PHYS-406) A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: 306 or consent. (Not offered every year) **Staff. 3**

Senior Research (PHYS-451) Prerequisite: 312 or consent of chairperson. **Staff. 4**

Senior Research (PHYS-452) Prerequisite: 312 or consent of chairperson. **Staff. 4**

Honors Project (PHYS-461) Prerequisite: 312 or consent of chairperson. **Staff. 4**

Honors Project (PHYS-462) Prerequisite: 312 or consent of chairperson. **Staff. 4**

Teaching Methods in Physics (PHYS-470) This course is designed to provide an understanding of the basic methods used to teach physics. This course is primarily for those majoring in physics, astronomy and pre-engineering. One-hour laboratory each week. Prerequisite: 121-122 or 126-127. Required of Teaching Assistant. **Staff. 1**

Political Science

Faculty

Associate Professor Andrew Z. Katz, Chair

Professor Emmett H. Buell, Jr.; Associate Professors Andrew Z. Katz, James R. Pletcher; Assistant Professors Eric Boehme, Sue Davis, Paul A. Djupe; Visiting Assistant Professor Gregory W. Gwiasda; Visiting Instructor/Assistant Professor Natalie A. Kistner; CSMP Post-Doctoral Fellow Julio Javier Aguayo; Academic Secretary Christy Trager

Political Science Major

A student majoring in Political Science is required to take nine courses distributed in the following manner:

1. At least one course, at either introductory (200) or advanced (300) level in each of the following subfields:
    a. American politics;
    b. political theory;
    c. comparative politics/international relations;
2. POSC 212: Analyzing Politics (methods); this course cannot fulfill a subfield distribution requirement;
3. A senior seminar in either the junior or senior year; seminars cannot fulfill a subfield disribution requirement.

In addition, the following rules apply:

4. No more than three 200-level courses will count toward the major (not including POSC 212);
5. Neither directed study nor independent study courses may be used to fulfill major requirements;
6. The two-semester senior research sequence counts as ONE course for the major.

Political Science Minor

A student minoring in Political Science is required to take six courses distributed in the following manner:

1. At least one course, at either introductory (200) or advanced (300) level in each of the following subfields:
    a. American politics;
    b. political theory;
    c. comparative politics/international relations;

In addition, the following rules apply:

2. POSC 212: Analyzing Politics (methods); this course is not required for minors. If taken, it cannot fulfill a subfield distribution requirement.

3. A senior seminar is not required for minors; however, if a seminar is taken it cannot fulfill a subfield distribution requirement;
4. No more than two 200-level courses will count toward the minor;
5. Neither directed study nor independent study courses may be used to fulfill minor requirements.

Additional Points of Interest

The Richard G. Lugar Program in Politics and Public Service (See page 138.)

Other Programs The Political Science Department participates in the interdepartmental major in Philosophy, Politics and Economics (PPE). The department also participates in the interdisciplinary International Studies program.

Course Offerings

Introductory Topics in Political Science (POSC-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

American Political Behavior and Institutions (POSC-202) Usually, more than one section of this introductory course on American government is offered each semester, and the content varies by instructor. Professor Buell takes a historical approach that emphasizes the development of each branch of the national government from the founding of the Republic to the present day, while Professor Djupe takes a holistic approach, focusing on social and political context, institutions, significant political actors, and policy outputs. **Buell, Djupe. 4**

Selected Topics in Political Science (POSC-203) This course permits the investigation of significant political problems at the introductory level, and will vary in content according to the interest of the instructor. **Staff. 4**

Introduction to American Political Thought (POSC-204) An introduction to the different theoretical dimensions characteristic of American political experience. Emphasis will be placed on examining the meaning of American constitutionalism, exploring the development and transformation of American liberalism and conservatism, analyzing the relationship between theories of democracy and elitism, and interpreting the historical development and transformation of American capitalism. **Boehme. 4**

Introduction to Concepts in Political Philosophy (POSC-205) This course is designed to introduce students to normative political theory by teaching students how to do normative political theory, rather than by studying the ideas of different political theorists. Emphasis will be placed on an understanding of important moral and political concepts, and on the problems involved in providing a moral justification of political conduct in terms of diverse sets of value perspectives. The objective of the course is to introduce students to normative political argument and as such, to create an understanding of precisely what is involved in reasoning and arguing about politics from normative philosophical foundation. **Boehme. 4**

Analyzing Politics (POSC-212) This course introduces students to the discipline of political science as a bridge to upper level courses. Basic definitions, fundamental concepts, and various approaches used in the empirical study of politics are discussed. The course acquaints students with how political scientists think about studying society and provides a basis for more sophisticated research and understanding of empirical political theory, as well as skills for systematically analyzing political and social issues. Students will explore and use statistics and quantitative methods in the lab to address substantive research questions. **S. Davis, Djupe. 4**

Introduction to Comparative Politics of Developed States (POSC-221) This course will introduce students to the politics of the major constitutional democracies of the United States, Canada, the United Kingdom, France and Germany. Much of the course will focus upon politics of individual countries, the course will also seek to compare political phenomena across and look at some conceptual and theoretical issues that these systems have in common. Political parties, political forces and interests, representation, elections, executives, bureaucracy and ethnicity will be among the subjects of comparative analysis. **S. Davis. 4**

Comparative Politics of Developing Nations (POSC-222) This course explores problems of stability, development and democracy in developing nations by employing basic concepts of comparative politics. Course discussions and readings will focus on concepts and will apply these to case studies drawn from Latin America, Africa and Asia. Emphasis will be placed on learning analytic skills through essay examinations and papers. **Pletcher. 4**

Introduction to International Politics (POSC-242) This course provides an introduction to both the language used to describe international politics and the ways relationships between actors on the world stage may be analyzed. Relying on history and contemporary events to illuminate key concepts, we cover the causes of war and peace, the role of economics in international affairs and the place of morality in statecraft. This course is recommended for advanced study in the areas of international relations and foreign policy. **Katz, Pletcher. 4**

Intermediate Topics in Political Science (POSC-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

The Development of Political Thought-Ancient (POSC-302) An introduction to classical Greek moral and political thought through the texts of the Greek tragedians and philosophers. This class investigates Greek political thought through the historical particularities of ancient Greek culture, economics and society, and through the texts and discourse of Aeschylus, Sophocles, Socrates, Plato, and Aristotle. This course also focuses on the moral and political legacy of the ancient Greeks in theoretical and empirical debates over power, democracy, and the role of law. **Boehme. 4**

The Development of Political Thought - From Machiavelli to Mill (POSC-303) An introduction to the peculiar moral and political problems of modernity through the texts of thinkers from Machiavelli to Mill. This class examines intellectual and historical trends in early modern political theory using Machiavelli's work as the hinge between ancient and modern understandings of power, real politics, republicanism, and the law. This course analyzes the texts of modern thinkers like Hobbes, Locke, Rousseau, Kant, Burke, or Mill to investigate the historical development of liberal, conservative and radical thought. **Boehme. 4**

The Development of Political Thought: Marx to Present (POSC-304) An introduction to issues and texts in contemporary political theory beginning with the work of Marx, Nietzsche, and Freud. This class examines the legacy of these late modern thinkers through the texts and historical discourse of the German post-idealist and French post-modernist traditions on the one hand, and the Anglo-American traditions of pragmatism and liberalism on the other. This course also investigates the challenges to modern theories of democracy, power and law, by contemporary thinkers in social theory, feminism, and post-colonial studies. **Boehme. 4**

Politics of the Third World (POSC-308) This course explores the politics of developing countries of Asia, Africa and Latin America in their historical socioeconomic contexts. The goals of the course include familiarizing students with the details of politics in selected countries and understanding important concepts of political science by applying them to the case study countries. Emphasis will be placed on using concepts and theories to analyze and critique arguments. No prior knowledge of the developing world is required. However, students will be expected to identify and analyze issues germane to the developing world, read and critique systematically, form and defend arguments and opinions, conduct independent library research, pose researchable questions, and discuss readings and research findings in class. **Pletcher. 4**

Political Organizations in the U.S (POSC-311) "Democracy is unthinkable save in terms of the parties." Yet, some, including the Founding Fathers, have been less sure of Schattschneider's truism, warning of the mischiefs of faction. Political organization, however, by most accounts has been the engine and structure of American democracy throughout its two centuries. Parties, interest groups, and social movements have formed and acted to create and insure that American democracy truly is of, by, and for the people. In the course, we will investigate the formation, maintenance, and death of political organizations, the effectiveness and representative nature of political organizations, the strategies and resources of organizations, as well as recent challenges by such factors as increased individualism, media, technology and money. Organizations considered may include: the Republican, Democratic, and third parties; major interest groups such as the Sierra Club, AARP, NRA, Christian Coalition, Chamber of Commerce, and unions; and social movements such as the women's, civil rights, and Christian conservative movements. **Djupe. 4**

Religion and Politics in U.S. (POSC-312) This course offers an intensive analysis of the many connections between the American religious and political systems. Students will first consider religion's historical role in shaping American political culture. Other topics to be covered include the constitutional relationship between church and state, the religious dimensions of American political behavior, religious influences on political institutions and decision makers, religious interests group activity and its impact on public policy, and the salience of religious factors in contemporary politics. **Djupe. 4**

American Political Behavior (POSC-313) This course focuses on the involvement of the public in American political processes. We will address such questions as: Why do citizens vote? For whom do they vote? How else do citizens involve themselves in the political process and why? What does the public think about political issues? What forces can change the nature, concerns, and behavior of the electorate? What are the prospects for a workable participatory democracy in America? The course is geared toward the conduct of statistically-based research on substantive problems in American political behavior. **Djupe. 4**

American Public Policy (POSC-315) This course is designed to explore issues, processes, and outcomes in U.S. public policy through the use of various tools of analysis and evaluation. The course emphasizes understanding of policy formulation, implementation, and evaluation from political, rational, and ethical perspectives and their application to current policies, which may include education, welfare, defense, healthcare, energy, environmental protection, crime, and equal opportunity. POSC 202 is a prerequisite of this course. **Djupe. 4**

The Politics of Congress (POSC-319) This course examines the influence of such important historical, institutional, and political factors on the workings of Congress as separation of powers, bicameralism, chamber size, permanent committees, partisanship, and party leadership. We pay particular attention to chamber differences in legislative process, to changes in that process responsive to partisan polarization and other contextual factors, and to relations between the executive and legislative branches. POSC 202 is a prerequisite for this course. **Buell. 4**

The American Presidency (POSC-320) This course focuses on the history of the presidency with particular attention to the origins, development, and exercise of executive powers. We also examine writings on the character, policies, reputation, and rhetoric of individual presidents; presidential management of the executive branch; and presidential leadership of Congress. Note that a separate course -- POSC-321 -- covers the nomination and election of American presidents. POSC-202 is a prerequisite for this course unless waived by instructor's consent. **Buell. 4**

Selecting the President (POSC-321) Divided into three parts, this course deals with party nominations of presidential candidates, general election campaigns and ratification of the general election outcome by the electoral college. We spend most of our time on presidential nominating politics, beginning with the history of presidential nominations from what the founders intended to the front-loaded, primary-dominated, media- and money-driven system currently in use. Some of the topics examined in depth include scheduling of presidential primaries and caucuses, campaign finance, media coverage of campaigns, divisive primaries, the national nominating convention, voting behavior in primaries and in the general election, and the perennial debate between critics and defenders of the electoral college. When possible, the course includes direct observation of candidates and campaigns. No prerequisites. This course counts toward the fulfillment of Lugar program requirements. **Buell. 4**

Politics of Russia (POSC-322) This course focuses on contemporary Russian politics with some reference to post-Soviet states. Because Russian politics cannot be understood in the absence of historical context, the course will devote some time to the Tsarist and Soviet periods. Most of the course deals with the Russian Federation under presidents Yeltsin and Putin. Constitutional debates, federalism, ethnic issues, political struggles, the Chechen war, changing relations with the U.S. and NATO, and more will be covered, as well as executive, legislative, and judicial institutions. **S. Davis. 4**

Politics in Eastern Europe (POSC-323) This course focuses on the political choices and dramatic changes occurring in the region since 1989. Some history will be necessary to understand these developments. The rest of the course examines contemporary politics in eastern and central Europe, with a focus on the Czech Republic, Poland, Romania, Ukraine, and two other countries chosen by the class. We also look at democracy, representation, institutional change, ethnic issues, political struggle, foreign policy, civil war in Yugoslavia, the Kosovo crisis, the plight of gypsies, and more. **S. Davis. 4**

Politics of Sub-Saharan Africa (POSC-324) This course explores contemporary issues in African political systems from a variety of theoretical perspectives. These issues include: political stability, democracy, economic development, and structural adjustment. No prior knowledge of Africa is required, but students should be prepared to read detailed analytic and historical contexts with a view to applying their insights to contemporary problems. **Pletcher. 4**

Ethnic Conflict/Ethnic Peace (POSC-325) This course will help students comprehend the nature of ethnic conflict, as well as understand why some multiethnic states avoid ethnic wars while others do not. Using two sets of case studies, the course contrasts ethnic war in Yugoslavia and Chechnya with peaceful resolution of ethnic issues in Czechoslovakia and Tatarstan. We also look to Northern Ireland, the Kurds, Uighurs, Basques, and other groups for a more nuanced view of "ethnic conflict." **S. Davis. 4**

America in Vietnam (POSC-326) The seminar will illuminate the key controversies of the Vietnam experience and trace their persistence in American politics, foreign policy and military strategy. The course will trace the development of U.S. military and diplomatic policy regarding Vietnam, assess the various lessons attributed to the Vietnam experience, and consider how application of these lessons has altered American's attitudes toward interventionism. **Katz. 4**

The Middle East in World Affairs (POSC-327) The purpose of this course is to acquaint students with the political history, international significance, and the dimensions of political life in the Middle East. Owing to the ever-present potential for conflict, the seeming intractability of disputes, and the oil factor, what happens in the Middle East is of vital importance to international politics. We examine the role that politics in the Middle East has played in world affairs as well as the region's importance in the future. **Katz. 4**

Politics of the Global Environment (POSC-328) This course is about the theoretical, political, and practical problems associated with environmental action. Course materials analyze various theoretical perspectives on the relationship between humans and nature, and they illustrate how different ethics lead to widely different prescriptions for personal and political action. Course materials also offer examples of how environmental problems have in fact been addressed or not by governmental, non-governmental, and international institutions. This is not a course on the physical processes of environmental problems, but rather it emphasizes the political, economic, and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required. However, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. **Pletcher. 4**

The Supreme Court and the Political Process (POSC-350) This course focuses on the political role and impact of Supreme Court decisions on American politics. It also examines the institutional development of the federal court system, original and appellate jurisdiction of the Supreme Court, presidential nomination of federal judges and justices, and the Senate confirmation process. POSC 202 is helpful but not required. **Staff. 4**

International Political Economy (POSC-355) The purpose of this course is to explore theoretical approaches to international politics and economics. The course focuses on U.S. foreign policy in the postwar international system, issues of trade and finance, and the impact these have had on the problems of developing societies. Students should bring some knowledge of basic economic concepts to the course. Analytic reasoning and persuasive argumentation will be emphasized. **Pletcher. 4**

Foreign Policy Formulation (POSC-358) This course provides an assessment of the domestic factors responsible for the formulation of U.S. foreign policy. We will examine four categories of internal sources that impact U.S. response to external phenomena. Topics for analysis include: the constitutional separation of powers, bureaucratic politics, the psychology of decision makers, as well as the role of interest groups, public opinion, and the news media in the formulation of foreign policy. **Katz. 4**

The Conduct of American Foreign Policy (POSC-359) This course explores the evolution of U.S. foreign policy from the beginning of the Cold War to the present day. The course focuses on the responses of successive American administrations to potential or actual threats to the national interests of the U.S. Emphasis will be placed on the containment doctrine, its application in Vietnam, and subsequent efforts to replace containment following the end of the Vietnam war and the end of the Cold War. **Katz. 4**

Directed Study (POSC-361) Directed Studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **Staff. 1-4**

Directed Study (POSC-362) Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **Staff. 1-4**

Independent Study (POSC-363) Written consent. **Staff. 1-4**

Independent Study (POSC-364) Written consent. **Staff. 1-4**

Important Problems in the Study of Politics (POSC-370) This course permits the investigation of significant political problems in considerable depth, and will vary in content according to the interests of the instructor. **Staff. 4**

Women and Development (POSC-371) The focus of this course will be on three interrelated issues: (1) the current state of development theory and practice and the ways in which women are included and/or impacted, (2) feminist critiques and approaches to conceptual issues involved in development and specific project implementation, and (3) an evaluation of specific development policies and projects in terms of their impact on women and national development goals. Through the investigation of development theory, development policy and the impacts of specific projects in culturally specific contexts -- primarily sub-Saharan Africa, the Asian sub-continent and Latin America -- students will have the opportunity to grapple with the meanings of development globally, nationally and locally. By focusing on development theory, policy and practice, students will have the chance to look at the opportunities and constraints inherent in the myriad policies and practices known as "development" from multiple perspectives of theorists, practitioners and participants. **Ranchod-Nilsson. 4**

Advanced Topics in Political Science (POSC-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Seminar (POSC-401) Open to juniors and seniors from all departments with the consent of the instructor. Preference will be given to the Political Science majors. **Staff. 4**

Senior Seminar (POSC-402) Open to juniors and seniors from all departments with the consent of the instructor. Preference will be given to the Political Science majors. **Staff. 4**

Senior Research (POSC-451) Written consent. **Staff. 4**

Senior Research (POSC-452) Written consent. **Staff. 4**

Honors Project (POSC-461) Written consent. **Staff. 4**

Honors Project (POSC-462) Written consent. **Staff. 4**

Portuguese

Faculty

Professor Charles O'Keefe, Chair

Assistant Professor Monica Ayala-Martinez; Academic Secretary Susan Hill

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of our own culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the department and the Office of Off-Campus Studies (see Off Campus Programs). Opportunities to improve their command of the language are provided on the campus by the language tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Additional Points of Interest

General Departmental Regulations Students wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The language requirement should be completed by the end of the junior year.

Multimedia Language Center An important asset of the department is the Multimedia Language Learning Center. With its 27 Macs, zone-free DVD player, multi-standard VCR, and a Polycom Viewstation for videoconferencing, the MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar drills to research as well as discussions on authentic materials published on the web. The area is designed not only for individualized instruction but also for group work and small seminars that use multimedia materials for class discussion.

Cultural Enrichment Each semester the department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

Fellows 103 The Modern Languages Virtual Lounge in Fellows 103 offers the Denison community a wide range of technological devices with which to enrich their learning experiences. This room is equipped with a 52 inch flat screen TV which is connected to two satellite dishes. One dish allows us to receive French TV5 and Chinese TV9. The other dish provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR and a zone-free DVD player. The lounge has a ceiling-mounted data projector which connects to a networked Apple computer, the DVD player and the VCR. This area also has a Polycom videoconferencing unit which allows us to connect with students at other universities and chat with them about their perspectives on various issues.

Although the Department of Modern Languages offers majors in French, German and Spanish, they also offer courses in other languages for the purpose of general education and support of other college programs. Courses in Portuguese are listed below.

Course Offerings

High School Language (PORT-094) Staff. 0

Beginning Portuguese I (PORT-111) A comprehensive introductory course in modern Portuguese develops the four basic skills: aural comprehension, speaking, reading and writing. The two beginning courses will concentrate on correct pronunciation, an active vocabulary of 500-1000 words as well as basic grammatical patterns. **Ayala-Martinez. 4**

Beginning Portuguese II (PORT-112) A comprehensive introductory course in modern Portuguese develops the four basic skills: aural comprehension, speaking, reading and writing. The two beginning courses will concentrate on correct pronunciation, an active vocabulary of 500-1000 words as well as basic grammatical patterns. **Ayala-Martinez. 4**

Accelerated Beginning Portuguese (PORT-209) An introductory course to the Portuguese language, and to Portuguese and Brazilian cultures. The course will develop the four basic skills of speaking, reading, writing and listening, emphasizing basic language structure. It will also present and analyze main aspects of the history of Portugal and Brazil, their cultural similarities and differences. **Ayala-Martinez. 6**

Accelerated Beginning Portuguese (PORT-210) A continuation of Portuguese 209-01. The course will continue developing the basic language skills with an emphasis on speaking, reading and writing. It will introduce students to different aspects of Portuguese and Brazilian popular culture. Important literary texts will be included as reading materials. When 209 and 210 are completed, the "K" GE requirement will be considered met. **Ayala-Martinez. 6**

Intermediate Portuguese (PORT-211) Staff. 4

Directed Study (PORT-361) Staff. 1-4

Directed Study (PORT-362) Staff. 1-4

Independent Study (PORT-363) Staff. 1-4

Independent Study (PORT-364) Staff. 1-4

Psychology

Faculty

Associate Professor Frank Hassebrock, Chair

Professors Harry Heft, Samuel J. Thios; Professor Emeritus Donald G. Tritt; Associate Professors Douglas Cody Brooks, Gina A. Dow, Frank Hassebrock, Sarah Hutson-Comeaux, Susan L. Kennedy, David P.J. Przybyla, L. Kaye Rasnake; Assistant Professors Seth Chin-Parker, Nestor Matthews, Robert Weis; Academic Secretary Flo Hortz

Departmental Guidelines and Goals

Some of the major goals of our course offerings in the Department include:

- Presenting overviews of contemporary psychology, thus providing students with a knowledge of what psychologists do;
- Stimulating interest and curiosity about human and animal phenomena;

- Indicating applications of psychology to personal and social issues. Some examples of these applications concern study techniques and academic performance, the effects of anxiety or stress on performance, and the role of prejudice in society;
- Developing an understanding of the nature of scientific inquiry and methodology;
- Facilitating and encouraging the discovery of connections between psychology and other disciplines. Some examples of the connections include concerns of psychology and biology (e.g., neuroscience), psychology, computer science, and philosophy (e.g., cognitive science), the psychological questions raised in the humanities and arts, and psychological assumptions in political, social, and economic theories;
- Fostering the formulation of a personally meaningful and sophisticated psychological perspective.

The first priority for all majors should be to obtain a firm foundation in the basic topic areas of psychology and in research methodologies. For this reason, psychology majors are urged to select a broad range of courses in addition to those offerings that are particularly relevant to their primary interests. Students of psychology should aim for both breadth and depth of knowledge in the discipline. The requirements for a major in psychology at Denison are relatively flexible in order to provide students with the opportunity to select those courses and experiences that best complement their personal goals. At the same time, however, the flexibility of these requirements requires that psychology majors work closely with their academic advisers to develop an appropriate plan of study.

Psychology Majors

Degree Alternatives: The B.A. and the B.S. Students may obtain either a Bachelor of Arts degree (B.A.) or a Bachelor of Science degree (B.S.) in psychology at Denison University.

The *B.A. in Psychology* requires *38-semester hours* of credit in Psychology. Required courses include:

a. Introduction to Psychology (100) (4 hours); (Honors 141 or Honors 142 can be substituted for 100)
b. Research Methods in Psychology (200) (4 hours);
c. History and Systems of Psychology (410) (4 hours);
d. Two Psychology Research Courses; Research courses must be taken concurrently with their accompanying lecture courses. The FIRST research course taken must be a 200-level course; the SECOND research course taken will be a 300-level course; Psychology 200 is a prerequisite for any research course.

200-Level Courses (3 hours)

(211) Development in Infancy and Childhood: Research
(216) Adult Development and Gerontology: Research
(221) Social Psychology: Research
(226) Environmental Psychology: Research
(231) Industrial/Organizational Psychology: Research
(241) Personality Psychology: Research
(246) Adolescence: Research
(251) Abnormal Psychology: Research
(271) Health Psychology: Research

300-Level Courses (3 hours)

(311) Psychology of Learning: Research
(331) Cognitive Psychology: Research
(341) Sensation and Perception: Research
(351) Physiological Psychology: Research

e. One 300-level or 400-level Seminar course (4 hours). (NEUR 400 will also meet this requirement.)

f. Two additional electives (8 hours) selected from regular course offerings. Normally, Senior Research (451-452), Individual Work for Honors (461-462), Directed Studies (361-362) and Independent Studies (363-364) *will not* count toward the 38-hour minimum requirement.

The *B.S. in Psychology* requirements include the same requirements noted for the B.A. degree *and the following:*

a. An additional Psychology research course (A total of three Psychology research courses, each with its accompanying lecture course, is required: one each from the 200-level and 300-level groupings as required for all Psychology majors and the third selected from the 300-level only); and the first research course taken must be a 200-level research course.

b. Statistics for Behavioral Sciences (370);

c. FOUR courses in the Natural Sciences (outside of the Psychology Department) or Mathematics and Computer Science. This can be accomplished by taking TWO courses in two different departments or all FOUR may be in the same department. All courses must be courses that meet requirements for the major in that department. Computer Science and Mathematics courses are considered as separate departments. Astronomy courses are not eligible.

Beyond the degree requirements, the minimum credit hours necessary for the B.A. or B.S. can be obtained by selecting additional lecture courses and lecture-research courses as electives, by taking seminars (300, 4 credits), and through participation in the field experience course (202, 2 credits).

Students who wish to be considered for high or highest honors in Psychology must take Senior Research (451-452). Departmental recommendations for honors will be made only if the eligible student has made significant contributions to the department beyond classroom performance.

The flexibility of these requirements places maximum responsibility upon the student to select a course of study most compatible with future goals. For example, Statistics for Behavioral Science is helpful for many upper-level courses and is required for admission into most graduate schools, and either is a prerequisite for or must be taken concurrently with Psychology 451-452 (Senior Research). Also, the Graduate Record Examination is required for students applying to graduate schools, and careful course selection is important to insure appropriate breadth of knowledge. Those contemplating graduate work also should consider courses in the natural sciences, computer science, and foreign languages, as well as opportunities to become involved in research activities in the department (for example, Directed Study, Senior Research, Research Assistant, etc.) All students are encouraged to work closely with their advisers in developing an appropriate program in the major.

Psychology Minor

Students with a major in one of a number of departments will find a minor in psychology to be a significant contribution to their education. In order to best complement the major area of study, students should carefully select those psychology courses that have the most direct relevance to the major. These choices should be made in consultation with the academic adviser, as well as a member of the psychology faculty. A psychology minor requires 27 semester hours of credit in psychology. The required courses are:

Introduction to Psychology (100) 4 credits (Honors 141 or 142 can be substituted for 100)
Research Methods (200) 4 credits
One 200-level research course taken concurrently with its accompanying lecture course (7 credits)
Electives, 12 hours

The specific courses that fulfill the lecture and research courses are listed above.

Course Offerings

Introduction to Psychology (PSYC-100) An introduction to the scientific study of behavior and mental processes. Topics include cognition, behavior change and development, individual differences, social processes, and the biological bases of behavior. The course emphasizes current knowledge and research in the field and its application. The laboratory component of this course examines the strengths and limitations of observational and experimental methods, and enhances understanding of course concepts and principles. Laboratory experiences include development of research questions, design of studies, data collection in classroom laboratories and field settings, and data analysis and interpretation. 100 (or Honors 141 or 142) is a prerequisite for all other courses in the department. (Offered each semester) **Staff. 1-4**

Introductory Topics in Psychology (PSYC-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Research Methods in Psychology (PSYC-200) This course examines the primary research methods and data analysis procedures used by psychologists to describe, predict, and explain behavior. Observational, experimental, and quasi-experimental methods are studied along with principles of research design, control, validity, reliability, and ethical practice. Throughout the course, methodological procedures are considered in conjunction with principles and methods of data analysis, presentation, and interpretation. The logic and procedures of descriptive and inferential statistics are emphasized. This course prepares students to design, conduct, and analyze psychological research and is a prerequisite for all psychology research courses at the 200 and 300-levels. (Offered each semester) **Staff. 4**

Field Experience in Psychology (PSYC-202) This course provides the opportunity to gain practical experience working with various agencies and schools where opportunities have been approved by the instructor. Graded S/U. This course may be taken a maximum of two times for a total of four credit hours with the following stipulations: (1) Only two credit hours will count toward the 38-hour requirement for a Psychology major; (2) If taken twice, the two field settings must be substantially different and approved by instructor in advance. Students are strongly encouraged to make arrangements with their field placement site prior to final registration. For details regarding this procedure, see the course instructor at the time of pre-registration. Consent for enrollment will be given only after the completion of all arrangements. **Weis. 1 or 2**

Development in Infancy and Childhood (PSYC-210) Psychological development through late childhood and preadolescence. Topics covered include biological foundations, prenatal development, infancy, cognitive and language development, personality and social and emotional development (including attachment, development of self concept, peer relations, gender differences), family and social policy issues, and developmental psychopathology. **Dow. 4**

Research Development in Infancy and Childhood (PSYC-211) Provides the student with research experience on problems of current interest in infant and child development. Must be taken concurrently with 210. **Dow. 3**

Adult Development and Gerontology (PSYC-215) This course examines the psychological development and change in adults from young adulthood through old age. Topics include theoretical perspectives, biological and physical changes, individual differences in health and disease, memory and intellectual performance, Alzheimer's disease, personality, gender and social roles, family and intergenerational relationships, friendships, sexuality, career development and work, caregiving, and death and dying. Implications for social programs and services, public policy, and careers and education in gerontology will also be examined. Social, ethnic, historical, and cultural contexts of aging will be considered throughout the semester. **Hassebrock. 4**

Research in Adult Development and Gerontology (PSYC-216) Provides the student with research experience on problems of current interest in adult development. Must be taken concurrently with 215. Prerequisite: PSYC 200. **Hassebrock. 3**

Social Psychology (PSYC-220) The study of the nature and causes of individual behavior in social situations. Topics covered include attribution theory, social cognition, non verbal communication, attitude change, prejudice and discrimination, interpersonal attraction, prosocial behavior, aggression, and application of social psychology to the legal system. **Hutson-Comeaux, Przybyla. 4**

Research in Social Psychology (PSYC-221) Provides the student with research experience on problems of current interest in social psychology. Must be taken concurrently with 220. Prerequisite: PSYC 200. **Hutson-Comeaux, Przybyla. 3**

Environmental Psychology (PSYC-225) An examination of the relationship between the environment and psychological processes. Topics examined in this course include how the character and the design of our environments can affect psychological well-being, and how certain ways in which we perceive and think can constrain our efforts to comprehend and confront environmental problems. Other topics explored are early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes toward the natural environment. **Heft. 4**

Research in Environmental Psychology (PSYC-226) Provides the student with experience in conducting field research. A variety of approaches are utilized, including field experiments and naturalistic observation. Must be taken concurrently with 225. Prerequisite: PSYC 200. **Heft. 3**

Organizational Psychology (PSYC-230) This course considers the application of psychological theory and methodology to problems of organizations and the functioning of individuals and groups within organizations. Topics include team development and performance, organizational power and politics, organizational culture, leadership and motivation at work, job commitment and satisfaction, organizational change and organizational development. **Przybyla. 4**

Research in Organizational Psychology (PSYC-231) Provides the student with research experience on problems of current interest in organizational psychology. Must be taken concurrently with Psychology 230. Prerequisite: PSYC 200. **Przybyla. 3**

Theories of Personality (PSYC-240) This course offers a systematic introduction to "normal" human personality and addresses both historical and contemporary approaches to the study of individual differences, with an emphasis on primary research and debate in the field. Within each perspective, basic theoretical assumptions, relevant research, traditional assessment methods, and current applications (i.e., to the workplace, close relationships, or health behavior) are discussed. Recurring themes regarding the structure, origin, and function of personality are explored and compared across the different perspectives. **Hutson-Comeaux. 4**

Research in Personality Psychology (PSYC-241) Provides the student with research experience addressing problems of current interest in the study of personality. Must be taken concurrently with Psychology 240. **Hutson-Comeaux. 3**

Adolescence (PSYC-245) Psychological development from late childhood through early adulthood. Topics covered include biological foundations, cognitive development, personality and social and emotional development (including development of self concept, family and peer relations, gender differences, and sexuality), culture, ethnicity and social policy issues, and developmental psychopathology in adolescence. **Dow. 4**

Research in Adolescence (PSYC-246) Provides the student with research experience on problems of current interest in adolescent development. Must be taken concurrently with PSYC 245. **Dow. 3**

Abnormal Psychology (PSYC-250) The study of "psychopathology," its development, course and treatment. Emphasizing definitions of abnormality, problems with diagnoses and labeling and ethical issues. **Rasnake, Weis. 4**

Research in Abnormal Psychology (PSYC-251) Provides the student with research experience on problems of relevance to abnormal psychology. Must be taken concurrently with Psychology 250. **Rasnake, Weis. 3**

Human Sexuality (PSYC-260) A survey of psychological, biological and sociological aspects of sexuality. Topics include prenatal sexual differentiation, sexual anatomy, physiology of sexual response, contraceptive behavior, sexual coercion, sexually transmissible infections, sexual dysfunction, and cancer and other diseases of the reproductive system. **Przybyla. 4**

Health Psychology (PSYC-270) The field of health psychology investigates the relationship between health, mental processes and behavior. This course considers the role of health habits in the development of disease and the impact of psychological factors on the course of disease. In addition, the course explores the ways in which psychological principles can aid in the development of both individual and medical interventions to prevent disease and promote health. Topics include: stress, immunity, the management of chronic illness, and the contribution of psychological and social factors to cancer, cardiovascular disease, AIDS, and autoimmune diseases. In addition, health enhancing and health compromising behaviors such as exercise, diet, and smoking will be examined. Social, historical and cultural factors associated with health will also be considered in this course. **Staff. 4**

Research in Health Psychology (PSYC-271) This course provides the student with research experience on problems of current interest in health psychology. Must be taken concurrently with 270. Prerequisite: PSYC 200. **Staff. 3**

Intermediate Topics in Psychology (PSYC-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Seminars (PSYC-300) Seminars in special areas within Psychology. Content will vary with staff and student interest. Designed for both majors and non-majors. Typically, seminars include lecture/discussion and student presentations. Prerequisite: PSYC 200 and junior or senior status, or consent of instructor. **Staff. 4**

Seminar: Psychology of Women (PSYC-301) This course reviews psychological research and theories on women. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, language and communication, women's health, female sexuality, and violence against women (rape and wife battering). **Hutson-Comeaux, Rasnake. 4**

Psychopharmacology (PSYC-305) This course begins with an overview of the ways in which psychoactive drugs work, including discussions of pharmacokinetics, pharmacodynamics, neuronal function and neurotransmitters, dose-response functions, tolerance and sensitization and toxicity. Agonistic and antagonistic drug effects are then studied, including the specific ways in which neurotransmitters may be effected by such actions. In the second half of the course, specific drugs used in the treatment of psychological disorders are studied in detail, including drugs to treat anxiety disorders, clinical depression and schizophrenia. Finally, "recreational" drug use is examined, including discussions of alcohol and marijuana. Issues of drugs, society and behavior are emphasized throughout the semester. **Kennedy. 4**

Psychology of Learning (PSYC-310) An intensive survey of experimental research on fundamental emotional-cognitive processes of learning and memory, with a focus on how those processes manifest themselves in, influence and determine behavior. Theory, research, implications and applications pertaining to the basic principles of behavior are emphasized. The course, and learning/conditioning research traditionally, is distinctive and especially valuable because of the use of models to understand learning about biologically and emotionally-significant experiences. Unconscious learning and seemingly irrational reactions are considered in depth. Much of the course content is relevant to applied topics such as behavior modification, substance abuse problems, anxiety and depression, other behavior disorders and education. **Brooks. 4**

Research in Psychology of Learning (PSYC-311) Offers the student experience conducting research in and/or out of the learning laboratory, using a variety of methods. Research requires time outside of class. Some work with live animals is usually involved. Must be taken concurrently with 310. Prerequisite: one 200-level research course. **Brooks. 3**

Cultural Psychology (PSYC-320) Cultural psychology is an examination of the influence of cultural processes on a wide range of psychological topics, including perceiving, thinking, child development, language, and social cognition. Its unifying theme is the claim that complex psychological phenomena need to be understood as being situated in a cultural context. Some broad topics considered in the course are the nature of human nature, the psychological properties of tools and technology, and research methods for the study of cultural psychology. **Heft. 4**

Cognitive Psychology (PSYC-330) This course examines how people acquire, remember, and use knowledge. Topics covered include memory, attention, perception, imagery, problem solving, decision making, language and comprehension, social cognition and cognitive neuroscience. Applications to contexts such as learning and teaching, social and cultural factors, and individual behavior and performance will be considered. **Chin-Parker, Hassebrock. 4**

Research in Cognitive Psychology (PSYC-331) Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 330. Prerequisite: One 200-level research course. **Chin-Parker, Hassebrock. 3**

Sensation and Perception (PSYC-340) This course involves analysis of sensory processes and perceptual systems. Discussions on these topics will include a consideration of biological, ecological, evolutionary, and cross-cultural perspectives. Topics include sensitivity to light and sound; color perception; depth and form perception; perceptual illusions; and perception of environment and self-motion. **Matthews. 4**

Research in Sensation and Perception (PSYC-341) This course offers experience in conducting research on sensory processes and perception. Students are exposed to different research techniques and investigate problems relating to the various sensory modalities. Must be taken concurrently with 340. Prerequisite: One 200-level research course. **Matthews. 3**

Physiological Psychology (PSYC-350) This course explores the relationships between the brain and nervous system and behavior, and includes topics ranging from neuroanatomy and pharmacology of the nervous system to the biological bases of "mental" illness. The interactions among the nervous and endocrine systems are emphasized in an attempt to understand how basic physiological principles can serve in the understanding of complex phenomena, including emotion, learning, sleep and arousal and sexual behavior. Required for students pursuing the neuroscience concentration. **Kennedy. 4**

Research in Physiological Psychology (PSYC-351) This course focuses on basic research methodologies and techniques that are commonly used to examine the biological bases of behavior. Students are given "hands on" experience in the design and execution of several research projects. Must be taken concurrently with 350. Prerequisite: One 200-level research course. **Kennedy. 3**

Clinical Psychology (PSYC-360) This course introduces students to the discipline of clinical psychology from the scientist-practitioner perspective. Topics include psychosocial and biological models of adult psychopathology, psychological assessment and diagnostic interviewing, and empirically supported psychotherapy with individuals and families. It is recommended that students have basic knowledge of abnormal psychology (e.g., Psyc 250) before taking this course. **Weis. 4**

Directed Study (PSYC-361) Staff. 1-4

Directed Study (PSYC-362) Staff. 1-4

Independent Study (PSYC-363) Staff. 1-4

Independent Study (PSYC-364) Staff. 1-4

Statistics for Behavioral Sciences (PSYC-370) An introduction to techniques of data analysis, interpretation, and presentation. Special emphasis is placed on sampling theory, tests of significance, analysis of variance, regression and using SPSS for analysis. Not open to those with credit in Mathematical Sciences 102. **Hutson-Comeaux, Matthews. 4**

Advanced Topics in Psychology (PSYC-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

History and Systems of Psychology (PSYC-410) This course examines major issues in psychology as they have been addressed throughout its history, from the writings of the Greek philosophers to twentieth century theories and experimental investigations. These issues include mind-body relations, processes of knowledge acquisition such as perception and learning, characteristics of human motivation and personality, and the nature of thought and memory. The philosophy of scientific inquiry in relation to the field of psychology is also considered. **Brooks, Heft, Rasnake. 4**

Senior Research (PSYC-451) Either must have taken or be taken concurrently with Psychology 370. **Staff. 4**

Senior Research (PSYC-452) Either must have taken or be taken concurrently with Psychology 370. **Staff. 4**

Honors Project (PSYC-461) Staff. 4

Honors Project (PSYC-462) Staff. 4

Queer Studies (concentration only)

Faculty

Committee: Karen Graves (Education), Linda Krumholz (English), Lisbeth Lipari (Communication), Lisa McDonnell (English), Fred Porcheddu (English), Sandy Runzo (English), Marlene Tromp (English and Women's Studies)

Departmental Guidelines and Goals

An evolving and expanding discipline, Queer Studies encompasses theories and thinkers from numerous fields: cultural studies, gay and lesbian studies, race studies, women's studies, literature, film, media, postmodernism, post-colonialism, psychoanalysis, and more. By engaging with this diverse range of fields, the work of Queer Studies distinguishes itself from the others in that it focuses on issues of sexuality and the way that the questions raised in these other arenas might be inflected through that central lens. To that end, Queer Studies examines the cultural, social, and political implications of sexuality and gender from the perspective of those marginalized by the dominant sexual ethos; it explores the ways that culture defines and regulates sexuality as well as the reverse, the ways that sexuality structures and shapes social institutions.

Students may choose a Concentration in Queer Studies in addition to any major, and may weight their choices toward the social sciences, the humanities, the arts, or the life sciences. The Concentration in Queer Studies will require six courses: three core requirements and three electives selected from among cross-listed courses approved by the Queer Studies Committee. Since every course will not be offered every semester, students interested in this Concentration should discuss and plan their course selections with the close assistance of a member of the Committee.

Queer Studies Concentration

Core Requirements Required courses for the completion of the concentration are QS 101 Partnerships and Politics, QS 201 Queer Theories and QS 400 Senior Seminar, and three approved electives.

Electives Elective courses shall be approved by the Queer Studies Committee based on the following criteria, or through petition to the Committee:

At least two-thirds of the course should focus on: some aspect of gay, lesbian, bisexual, transgender experience, culture, and history; and/or relevant issues or themes (privilege, oppression, sexual behavior, identity, performance, social movements, etc.); and/or conceptual categories (gender, sexuality, etc.) central to the field of Queer Studies.

Any course in the concentration should address in some way the relationship between the normative and the transgressive. Through these courses, students should gain an understanding of and respect for other differences in human lives such as age, ability, class, ethnicity, gender, race, and religion. Courses which already meet the criteria for Queer Studies electives, or which can be readily adapted to meet the above criteria through negotiations between the instructor and the student, include (but are not limited to) the following:

COMM 400: Language, Identity, and Politics
ECON 316: Women in the U. S. Economy
EDUC 390: Critical Pedagogy
ENGL 245: Human Diversity through Literature
ENGL 365: Queer Shakespeare
MUS 332: Music and Sexuality
PSYC 301: Psychology of Women
SA 210: Sexual Inequality
SA 242: Deviance and Social Control
SA 313: Families, Sexualities, and the State
WMST 101: Issues in Feminism
WMST 307: Feminist Theory: Gender Justice
WMST 312: Women and Health

Course Offerings

Partnership and Politics (QS-101) A survey of the legal regulation of sexuality and gender in the 19th and 20th centuries and the emergence of modern civil rights movements of sexual minorities. This course will focus on the history, strategies, conflicts, and issues associated with these political and social movements. **Staff. 4**

Queer Theory (QS-201) An interdisciplinary course designed to introduce students to historical and theoretical treatments of topics such as the essentialism vs. constructionism debate; intersections of race/gender/class and sexual orientation; science and representation; performativity and normativity; and ethics, politics and law. **Staff. 4**

Queer & Transgender Literature (QS-245) Staff. 4

Topics in Queer Studies (QS-268) Staff. 4

Diversity Issues in Education (QS-346) Staff. 4

Directed Study (QS-361) Staff. 1-4

Independent Study (QS-363) Staff. 1-4

Studies in History (QS-381) Staff. 4

Senior Seminar (QS-400) This is a capstone course for the QS concentration during the Fall semester, when it may also serve to help students apply Queer Theory to a senior project or honors project in their chosen major. **Staff. 4**

Religion

Faculty

Professor David O. Woodyard, Chair

Professors John E. Cort, David O. Woodyard; Associate Professors John L. Jackson, Harold Van Broekhoven; Assistant Professors C. Keith Boone, Joan Friedman, Carla Ingrando, Jennifer Saunders, Henrietta Wiley, Academic Secretary Sandra Mead

Departmental Guidelines and Goals

Religion is an essential part of humanistic studies in a liberal arts education. The study of religion is one way to establish a view of reality, and more specifically a view of the meaning of human existence as individuals and as social beings in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

Religion Major

A Religion major requires nine courses. It has the following components. (1) A common set of four courses - Religion 201, Religion 224, Religion 211 and Religion 215. (2) A concentration of at least three courses in designated areas. (3) A seminar for majors and minors only, designed around special topics that will be in a concentration area. (4) A comprehensive examination with take-home and in-class components. First-Year Seminars taught by a member of the department may count toward a concentration. However, no more than one course at the 100-level may count. If a major has completed the common courses and fulfilled a concentration, an Honors Project may count toward the nine-course requirement.

Religion Minor

A Religion minor consists of (1) a common set of four courses - Religion 201, Religion 224, Religion 211 and Religion 215; (2) an elective course; (3) a seminar for majors and minors only, designed around special topics; and (4) an abbreviated comprehensive examination.

Course Offerings

Introduction to Theology (REL-101) Theology is an attempt to understand ourselves and our world in relation to transcendent reality. It is simultaneously an attempt to state persuasively the claims of faith in relation to the controlling experiences of an era. The course will focus upon theological responses to issues like environmental deterioration, race and gender, war and violence. **Woodyard. 4**

Ethics, Society and the Moral Self (REL-102) An introductory course which explores contemporary moral dilemmas in light of a variety of ethical alternatives. A variety of moral approaches will be compared. Practical applications will vary but usually include dilemmas related to sexuality, economic justice, racism and sexism, and the use of violence. **Ingrando. 4**

World Religions: Diversity, Pluralism, Globalization (REL-103) An introduction to the comparative study of religion, involving case study surveys of several of the major religious traditions of the contemporary world. Guiding questions include: What does it mean to live within each tradition? What does one do? How does one view the world? To what extent is religion a matter of personal experience and to what extent a matter of social and cultural experience? How have people in these traditions balanced the pursuit of wisdom and the practice of compassion in their lives? How do we begin to study the world's religious traditions? **Saunders. 4**

Introductory Topics in Religion (REL-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

The Reality of God (REL-201) The premise of the course is that the metaphors we use for God are profoundly consequential. The ways we image God effect our understanding of ourselves and our society. We will explore how particular metaphors impact economic justice, the ecological crisis, history and human oppression as well as our personal lives. **Woodyard. 4**

Jewish Studies (REL-202) The course is an inquiry into the nature of Judaism. The emphasis will be on the development of Rabbinic Judaism during the first half of the first millennium: Theology, History, Rabbinic Literature, Holy Day and life cycle observances. **Friedman. 4**

Religion and Nature (REL-205) An investigation of the religious value of nature in Christianity and Buddhism, particularly in America and Japan. We look at how people in these cultures have viewed the place of humanity within the world of nature, and the relationships among humanity, God and nature. (Not offered 2005-2006) **Cort. 4**

Religion in American Politics and Law (REL-206) This course explores the interplay between religion and American culture through the lenses of politics and law. Is there an American view of religion? Is there a religious view of America? Is there an inherent tension between religion and constitutional democracy? Among the topics to be treated are the following: religion in education; science and religion; "civil religion"; war and religion, sects, cults and Native American practices; religious values in the making of public policy. (Not offered 2005-2006) **Boone. 4**

Religion and Art (REL-207) This course explores the relationship between artistic expression and religious experience. At the heart of the course is the question, "What is the relationship between religion and art?" To explore this question, we will undertake a comparative study of the use and critique of sacred images in Hinduism and Christianity. (Not offered 2005-2006) **Cort. 4**

The Nature of Religion (REL-210) This course explores some of the ways different scholars have asked and attempted to answer the basic questions, What is religion? What is religious experience? How does one lead a properly religious life? Scholarly approaches include those of history, philosophy, theology, anthropology and psychology. (Not offered 2005-2006) **Staff. 4**

Introduction to the Bible (REL-211) An introduction to the Hebrew Bible and to the Early Christian (New) Testament interpretation of the Hebrew Bible. The course focuses on the development of the literature of the Bible as reflecting the history of debates over what constituted the religion and culture of ancient Israel and early Judaism. **Van Broekhoven. 4**

Introduction to the New Testament (REL-212) This course introduces the main areas of New Testament studies: the history, culture, and religious background of the New Testament community; the characteristics, religious phenomena and theological themes of the New Testament writings, and the history of the development of thought during the early centuries of the church, leading to the council of Nicaea. **Van Broekhoven. 4**

History of Christian Thought (REL-213) A topical study in the development of Christian teachings from the early Middle Ages to the 19th Century. Changing concepts of the church and its approach to human problems are studied. (Not offered 2005-2006) **Van Broekhoven. 4**

Hinduism (REL-215) A historical and thematic survey of the beliefs and practices of the people of the Indian subcontinent from ancient times until today. Reading selections include both classical texts and modern interpretations. **Saunders. 4**

Religions of China and Japan (REL-216) This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion. (Not offered 2005-2006) **Cort. 4**

Sects and Cults (REL-217) A study of religious cults, sects and movements in America. The course will investigate both Western and Oriental religious movements. Western movements would include charismatic, adventist and legalistic sects within Christianity. Oriental movements would include cults of Hindu, Buddhist, and Islamic origins. The study would deal with the theology and practices of the groups, and with problems of the relationship of these religions to society. **Jackson. 4**

Islam (REL-218) A historical and thematic survey of the beliefs and practices of the Muslim tradition from the time of the Prophet Muhammad to the present. Emphasis upon the ways that Islamic teachings and practices have interacted with, changed, and been changed by various cultures in Asia, Africa, Europe, and more recently North America. **Saunders. 4**

Christian Ethics (REL-224) An inquiry into the lifestyles based on biblical presuppositions and theological convictions. The course deals with both theory and practice. Various theological perspectives will be considered as we examine specific applications, such as social and economic justice, medical ethics and the use of violence. **Ingrando. 4**

Ethics and Institutional Morality (REL-225) A critical analysis of the prospects of morality functioning within organizations and affecting their interactions with other groups. Attention will be given to comparing the moral possibilities of individuals with those of institutions and collectives, and to exploring how institutional and group loyalties tend to shape the behavior of the individuals devoted to them. The course will include an in-depth examination of some of the significant moral dilemmas faced by those in a selected occupation involving institutional commitments (for example, hospital administrators, advertisers, business managers, etc.). Different occupations will be chosen in different semesters. (Not offered 2005-2006) **Ingrando. 4**

Exploring Women's Spirituality (REL-227) This course explores writings on spirituality developed by women for the contemporary world. Students will be asked to compare the proposals made by women from diverse backgrounds in order to identify commonalties and to better understand reasons for differences. Each semester, several traditions will be examined in depth; possible traditions include Christian Feminist Spirituality, Goddess Spirituality, African American Womanist Spirituality, Eco-Feminist Spirituality, Lesbian Spirituality, Jewish Feminist Spirituality, Asian American Woman's Spirituality, Latina Spirituality, and Women's Christian Spiritual Writings developed in Asia, Africa and South America. **Ingrando. 4**

Rebellion, Resistance and Black Religion (REL-228) This course examines the cultural continuities between African traditional religions and Black religion in the United States. It also explores the connection between politics and religion among Black Americans and the role religion plays in the African-American quest for liberation. The course examines theological and ethical issues, such as the color of God and the moral justifiability of violent revolution. Students will be given an opportunity to study contemporary religious movements, such as Rastafarianism and the Nation of Islam, along with more traditional African sectarian practices such as vodoo and Santeria. **Jackson. 4**

Women and Western Religion (REL-229) An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. Although emphasis will vary, students will be asked to evaluate critical topics such as: how the Bible presents women, feminist reconstructions of Biblical texts, arguments that Christianity and Judaism are essentially sexist, feminist Christian and Jewish theological reconstructions and contemporary Western Goddess spirituality. (Not offered 2005-2006) **Ingrando. 4**

Buddhism (REL-233) A historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America. (Not offered 2005-2006) **Cort. 4**

Special Topics: The Gods of War (REL-240) We live in a time when we have witnessed the ideas of religion and violence being drawn together. Words like "Crusade" and "Jihad" fill the air. It may seem to us that this disturbing connection is recent or at least more prevalent than any other time. The truth is that religion has been called into the service of war, and war into religion's service, for millennia. Why? In this course we will examine the myths and rituals of war in various cultures, including your own, to understand what makes it possible for violence and the sacred to inhabit the same space. **Wiley. 4**

Intermediate Topics in Religion (REL-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Major/Minor Seminar (REL-300) Staff. 4

Between Wittenberg and Rome: Why Protestants Aren't Catholics (REL-301) In 1517 an Augustinian monk nailed a list of 95 points of argument with the workings of the Roman Catholic Church to the door of a church in Germany, sparking a debate that would ultimately divide western Christians into Protestants and Catholics even up to this day. This course is a survey of the major religious revival called the Reformation, which began in the early sixteenth century. We read the major Protestant reformers such as Martin Luther, Ulrich Zwingli, Thomas Cranmer, John Calvin, and more radical voices such as the Anabaptists. In addition we will examine the Catholic/Counter-Reformation and its leaders, such as Ignatius Loyola and Teresa of Avila. The processes and problems of converting the masses to any new or modified creed will be included, as well as the effects of religious change. **Wiley. 4**

Christian Origins and the Letter to the Colossians (REL-308) This seminar will examine in depth either a text or group of texts or a theme that is important in the New Testament. **Van Broekhoven. 4**

Old Testament Studies (REL-309) This seminar will concentrate on either a text or a group of texts or a theme that is important in the Hebrew Bible (or Old Testament). **Van Broekhoven. 4**

Religion and Society (REL-317) This course investigates the relationships between religion and society and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider such examples as religious movements, civil religion, and liberation theology. **Woodyard. 4**

The Human Condition: Economic Factors and Theological Perspectives (REL-319) Exploration of the interfaces between theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. Of special concern will be the ways in which outmoded societal values are sustained in the form of economic institutions which may oppress a minority or even a majority in a society. The context of the study will include both the Third World and the United States. **Woodyard, King. 4**

Individualism in U.S. Society (REL-331) Not offered in 2005-2006. **Woodyard. 4**

Seminar: Special Topics (REL-340) Transnational Religion. **Saunders. 4**

Directed Study (REL-361) Staff. 1-4

Directed Study (REL-362) Staff. 1-4

Independent Study (REL-363) Staff. 1-4

Independent Study (REL-364) Staff. 1-4

Ethical Decisions in Medicine (REL-392) Staffed by faculty in the Religion Department, this course is designed to expose students to various topics in medical areas: genetic screening and counseling, distribution and availability of health care resources, informed consent in patient-physician relationships, and death and dying. **Ingrando. 4**

Advanced Topics in Religion (REL-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Research (REL-451) Staff. 4

Senior Research (REL-452) Staff. 4

Honors Project (REL-461) Staff. 4

Honors Project (REL-462) Staff. 4

Sociology/Anthropology

Faculty

Associate Professor Mary Tuominen, Chair

Professors Kent Maynard, Bahram Tavakolian; Associate Professors Susan Diduk, Mary Tuominen, Anita M. Waters; Assistant Professors Veerendra P. Lele, Kathleen O'Neil; Visiting Instructor Lisa Garoutte; Academic Secretary Nancy Welu

Departmental Guidelines and Goals

The major in Sociology/Anthropology is designed to meet the educational needs of three kinds of students: (1) those whose interests focus on a liberal arts education and who wish to use the disciplines to understand sociocultural institutions and change, as well as to gain insight into cross-cultural patterns; (2) those who wish to use sociology/anthropology as a background for certain occupations such as law, social work, business, public service, and human service careers; and (3) those who expect to pursue graduate study in sociology or anthropology, leading to a teaching, administrative, or research career.

Sociology/Anthropology Major

A major in Sociology/Anthropology must complete nine courses within the department as well as 4 credits of senior research. Six of those courses comprise a core curriculum including S/A 100, 290, 316, 350, 351 and 420/421 (420/421 is one course). The other three courses are electives that a major may select from among the department offerings. At least two electives must be at the 300 level. Off-campus experiences are also available for students to supplement traditional course offerings. These requirements for the major are for students graduating 2007 and 2008. Majors graduating in 2005 and 2006 should contact the department for requirements.

Sociology/Anthropology Minor

Completion of a minor in Sociology/Anthropology requires a student to complete S/A 100, 290, either S/A 316, 350 or 351 and three electives for a total of 24 credits. At least one elective course must be at the 300 level. In addition, minors in Sociology/Anthropology must select an advisor from among the department faculty (in addition to the advisor in their major). Sociology/Anthropology advisors assist minors in both advance planning and selection of course work. These requirements for the minor are for students graduating in 2007 and 2008. Minors graduating in 2005 and 2006 should contact the department for requirements.

Course Offerings

People, Culture and Society (SA-100) An examination of fundamental questions concerning the nature and foundations of sociocultural behavior. The course presents a variety of sociocultural approaches for understanding human nature and hominid evolution, cross-cultural similarities and differences, the sources of inequality, and the enormity of recent social change. This course is required of all majors and minors in Sociology/ Anthropology and has no prerequisite. This course satisfies the Social Inquiry requirement for students matriculating before August 30, 2004. This course satisfies the Social Science requirement for students matriculating on or after August 30, 2004. **Staff. 4**

Introductory Topics in Sociology/Anthropology (SA-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Sex and Gender in Society (SA-210) This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of sexual inequality in American society. In particular, it explores a number of settings: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race/ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. This course has no prerequisite. This course satisfies the Minority/Women's Studies requirement for students matriculating before August 30, 2004. This course can satisfy the Social Sciences requirement or the Interdisciplinary/World Issues requirement for students matriculating on or after August 30, 2004. **Diduk, O'Neil, Tavakolian, Tuominen. 4**

Race and Ethnicity (SA-212) An introduction to the sociocultural analysis of race and ethnic group membership, in its various historical and geographical contexts, especially that of the contemporary United States. The reasons that ethnic group membership has remained an important factor in social life and the conditions under which such membership forms the basis of social and political mobilization are explored. Issues such as affirmative action, immigration policy and multiculturalism are discussed, and key concepts such as assimilation, neo-colonialism, and split labor market are critically evaluated with attention to their ideological bases, explanatory power and policy implications. This course has no prerequisite. This course satisfies the Minority/Women's Studies requirement for students matriculating before August 30, 2004. This course can satisfy the Social Sciences requirement or the Interdisciplinary/World Issues requirement for students matriculating on or after August 30, 2004. **Waters, Lele. 4**

American Society (SA-214) An introduction to American society and contemporary social problems. What is the nature of our society and how does it differ from others? How have major economic and political trends, and/or cultural ideas and values shaped our characteristics as a society? The course will focus on a number of social problems, such as alienation, poverty, crime, child abuse, environmental pollution and bureaucratic inefficiency. Students will learn not only the character of such problems, but grapple with different explanatory theories and alternative models which propose solutions. This course has no prerequisite. This course satisfies the American Social Institutions for students matriculating before August 30, 2004. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Staff. 4**

Religion and Society (SA-217) This course investigates the relationship between religion and society, and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider examples such as religious movements, as well as the ritual life of both the individual's life cycle and wider social and political institutions. This course has no prerequisite. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Maynard, O'Neil, Waters. 4**

Human Origins and Prehistory (SA-224) This course examines the topics of human origins, human nature, evolution, and prehistory, emphasizing the interplay between biological and sociocultural aspects of human life. Readings will draw from accounts of primate social behavior, hominid evolution, and archaeology to investigate the foundations of our uniquely human form of adaptation through culture. This course has no prerequisite. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Staff. 4**

Comparative Therapeutic Systems (SA-235) The course examines the sociocultural bases of both Western and non-Western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-Western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry. This course satisfies the Non-Western Studies requirement. This course has no prerequisite. This course satisfies the Non-Western Studies requirement for students matriculating before August 30, 2004. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Maynard. 4**

Deviance and Social Control (SA-242) This course will explore the structures and processes by which conceptions of deviance are formed and reactions to deviance are developed and maintained. By looking at deviance from a cross-cultural perspective and with a recognition of the links between private events and public processes, we will address the connections between deviance and the political, economic, informational, and legal systems in society. This course has no prerequisite. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Tavakolian. 4**

Environment, Technology and Society (SA-244) This course analyzes the social causes and consequences of environmental change. We explore the relationship among production, consumption, population, technology, and environment. We ask: do the social benefits of economic growth outweigh environmental costs? Does population growth lead to environmental problems? Can technical "fixes" solve environmental problems? Are "indigenous" technologies superior to "western" technologies? We'll also analyze human responses to change: policy and regulation, "green" capitalism, environmental movements, and environmental counter-movements. We ask, how can we shape our future? What alternatives are likely and possible? Will the U.S. experience ecotopia or ecocide in the years to come? Will the Third World become the First World's dumping ground or will sustainable development provide environmental equity? This course is cross-listed with Environmental Studies and has a prerequisite of either S/A 100 or ENVS 100. This course can satisfy the Social Sciences requirement or the Interdisciplinary/World Issues requirement for students matriculating on or after August 30, 2004. **Staff. 4**

Studies in Sociology/Anthropology (SA-245) Special topics in Sociology/Anthropology. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Staff. 4**

Society and the Literary Imagination (SA-248) This course begins with a question: Does the poetic and literary imagination transcend its particular cultural context? Are there universally recognized themes or criteria for judging literature, or is all literature a reflection of what is going on in society at a particular historical moment? If there is a relationship between society and literature, we will need to explore it from at least two vantage points: What are the sociocultural bases of literature, and how might literature, in turn, influence society? The course may use different examples or sub-themes to address these issues. For example, do the criteria by which we judge "good" literature vary over time and across societies? Do the stories we tell in different societies look at society, human virtues or the environment in the same ways? To what degree do our stories, critique it or propose alternatives to social arrangements? We will discuss works (novels, plays, short stories or poetry) often acknowledged in the West to be "great literature" and look at how we establish this "canon." Yet, we will also look at children's literature, science fiction and other "pulp fiction" as equally telling sources of information about our aesthetic values and social arrangements. This course has no prerequisite. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Maynard. 4**

The Development of Social Thought (SA-290) An investigation of the classical foundations of social thought and sociocultural theory in sociology/anthropology. The course will concentrate on the original works of such authors as Marx, Weber, Durkheim, Martineau, DuBois and other significant authors of the nineteenth and early twentieth centuries. This course is required of all majors and minors in sociology/anthropology. Prerequisite: S/A 100 and a S/A elective or by consent. No First Year students. This course satisfies the Critical Inquiry requirement for students matriculating before August 30, 2004. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Lele, Tavakolian, Waters. 4**

Intermediate Topics in Sociology/Anthropology (SA-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Law, Crime and Society (SA-311) In this course we explore the intersecting relationships between law, crime, justice and society. While our primary focus is on U.S. society, we will include a cross-cultural analysis. In addition, we examine the ways in which race/ethnicity, gender, sexual orientation, and class shape experiences of law and justice. Our exploration of western societies incorporates a thorough analysis and application of classical liberal political theory, contemporary critical legal theory and historical analysis. Prerequisite: 100 or consent. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Tuominen. 4**

Families, Sexuality and the State (SA-313) In this course we analyze historical and contemporary patterns of family/kinship organization and the relationship of families to broader political and economic structures. We explore families and kinship from a cross-cultural perspective as well as examining the ways in which race/ ethnicity, economic status and sexuality shape family/ kinship structures in the contemporary U.S. We explore specific issues including welfare state policies; the organization and provision of care work; ideologies of motherhood; sexuality and kinship, and women's political activism in the context of families and extended families. These case studies will be analyzed in the context of anthropological and sociological theories of families, kinship and gender relations, including feminist theories of the social construction of gender. This course satisfies the Minority/Women's Studies requirement for students matriculating before August 30, 2004. This course can satisfy the Social Sciences requirement or the Interdisciplinary/World Issues requirement for students matriculating on or after August 30, 2004. Prerequisite: S/A 100 or consent. **Tuominen. 4**

Work and Society (SA-315) In this seminar we analyze historical and contemporary patterns of the organization of work. Using theoretical and ethnographic perspectives we analyze the work historically undertaken by members in various cultures and the relationship of work to broader political and economic institutions and processes. We analyze gender, racial/ ethnic and class relations and how these shape work in the U.S., as well as cross-culturally. Prerequisite: 100 or consent. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Tuominen. 4**

Contemporary Sociocultural Theory (SA-316) Analyses of central theoretical questions in sociology/ anthropology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Required of majors. Prerequisite: 100 and 290. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Waters, Lele, Tavakolian. 4**

Indian Societies of Latin America (SA-319) Ethnography of Native Americans south of the Rio Grande, with special emphasis on cultural contact, domination, and persistence. The wide variety of adaptations to the environment, and institutional arrangements of economics, politics, kinship, and religion will also be explored. We will use ethnographic case studies to assess the impact of cultural domination on indigenous societies and their attempt to maintain a traditional way of life. This course satisfies the Non-Western Studies requirement for students matriculating before August 30, 2004. This course can satisfy the Social Sciences requirement or the Interdisciplinary/World Issues requirement for students matriculating on or after August 30, 2004. Prerequisite: 100 or consent. **Maynard. 4**

Peoples and Cultures of Sub-Saharan Africa (SA-320) The course is an examination of the historical, ethnic and cultural diversity of sub-Saharan African societies. It considers questions of economic development, urbanization, agricultural production and the role of the contemporary African state upon rural polities. This course also examines African systems of thought within the context of ritual. This course satisfies the Non-Western Studies requirement for students matriculating before August 30, 2004. This course can satisfy the Social Sciences requirement or the Interdisciplinary/World Issues requirement for students matriculating on or after August 30, 2004. Prerequisite: 100 or consent. **Diduk. 4**

Gender and Change in Cross-Cultural Perspective (SA-321) Our foci in this course will be on the diverse ways in which rural women in emerging nations conceptualize and utilize landscape and resources, and on the effects of material changes in natural and social environments on the quality of gender relations, social life, and community organization. The course will also look comparatively, but more briefly, at the experiences of women migrants and urban workers. We will consider the formulation and implementation of goals for economic and social change, such as sustainable agricultural development, and rural cottage industries, that may contribute to material well-being without damaging the natural environment, and we will examine how cross-cultural alternatives to Western conceptions of gender and ecology may serve as a basis for prospective changes within our own society. This course satisfies the Non-western Studies requirement for students matriculating before August 30, 2004. This course can satisfy the Social Sciences requirement or the Interdisciplinary/World Issues requirement for students matriculating on or after August 30, 2004. Prerequisite: S/A 100 or consent. **Diduk, Tavakolian. 4**

Peoples and Cultures of the Middle East (SA-323) The focus of this course is an examination of the ecological, historical, and sociocultural diversity of peoples of the Middle East (from North Africa to Afghanistan). In addition to the study of ecological adaptation, social structure, and ideology in traditional village and nomadic communities, we will examine the effects of urbanization, economic development, and nation-building on contemporary populations of the Middle East. This course satisfies the Non-Western Studies requirement for students matriculating before August 30, 2004. This course can satisfy the Social Sciences requirement or the Interdisciplinary/World Issues requirement for students matriculating on or after August 30, 2004. Prerequisite: 100 or consent **Tavakolian. 4**

Culture, Society and the Individual (SA-331) This course examines the relationship between individuals, their society and culture. This involves looking at differing cultural conceptions of "human nature", and the way in which both "intelligence" and the emotions are "cultural performances." The nature of the "self", indeed, the structure of perception and cognition, are not separable from specific patterns of sociocultural life. Finally, Western and cross-cultural examples will be used to assess different models of social determinism and the cultural impact of human decisions and action. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. Prerequisite: 100 or consent. **Maynard, Tavakolian. 4**

Causes and Consequences of Change (SA-333) This course analyzes the sources, processes and directions of social and cultural change. It examines different theoretical models which account for social change. Of particular importance are conceptual distinctions between evolution, modernization, industrialization, urbanization, revolution, economic development and cultural domination. Possible topics for exploration may include change brought through population increase, the growth of technology, exploitation of resources, migration and hunger. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. Prerequisite: 100 or consent. **Diduk. 4**

Sustainable Agriculture (SA-334) Course registration for this course is made under ENVS 334. **Goland. 4**

Cross-Cultural Study of Art (SA-336) The course will explore aesthetic production from a cross-cultural perspective looking predominantly at non-industrial societies. In doing so, it looks at the role of the artist, the public, and artistic production, in cultural contexts as varied as the Walbiri of Australia, the Guro of Ivory Coast, the Ashanti of Ghana and the Balinese of the island of Bali. It considers how societies define the aesthetic in cultural life. Theories proposed by anthropologists and sociologists on the function and significance of art are compared. The role of ritual, conceptions of time, and processes of symbolic construction will be examined. Given anthropology's and sociology's concern with cross-cultural patterns, the latter three weeks of the course will compare art in non-industrial societies with contemporary Western art movements. This course satisfies the Non-Western requirement for students matriculating before August 30, 2004. This course can satisfy the Social Sciences requirement or the Interdisciplinary/World Issues requirement for students matriculating on or after August 30, 2004. Prerequisite: 100 or consent. **Diduk. 4**

Social Structure and Popular Culture (SA-338) Under study here are the production and distribution, form and content, and artists and audiences of popular culture internationally. We will consider prominent social theories, from the Frankfort School's critique of popular culture, through the writings on mass culture in the United States, to the recent rehabilitation of popular culture by British writers like Stuart Hall and Paul Gilroy. Some of the major questions addressed will include: How do the social arrangements and the technologies of production shape the messages conveyed in popular media? What is the relationship between popular culture and "high" culture? Under what conditions does popular culture distract people from the struggles for equality and social justice, lulling them to passivity, and when can it inspire protest, or even transform people's behavior? This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. Prerequisite: 100 or consent. **Waters. 4**

Culture Identity and Politics in Caribbean Society (SA-339) This course focuses on the social, cultural and political life of the Caribbean area, especially the English- and French-speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas of the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean policies, from the strong democratic traditions of Jamaica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions and ethnic stratification evident in the Caribbean today. This course can satisfy the Social Sciences requirement or the Interdisciplinary/World Issues requirement for students matriculating on or after August 30, 2004. Prerequisite: 100 or consent. **Waters. 4**

Social Movements (SA-340) In this course we explore social movements as a primary means of social change. We attempt to understand the conditions which precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences. This course is sometimes taught with a special subtitle: "Social Justice Movements in Communities of Color," cross-listed with the Black Studies Program. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. Prerequisite: 100 or consent. **Diduk. 4**

Special Problems (SA-345) Special problems which are offered at an advanced level in topics not covered in regular courses. (Examples: Sport and Society, Gender in Southeast Asia, Sustainable Agriculture, Gender and Nationalism). This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Staff. 4**

Special Problems (SA-346) Special problems which are offered at an advanced level in topics not covered in regular courses. (Examples: Sport and Society, Gender in Southeast Asia, Sustainable Agriculture, Gender and Nationalism). This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Staff. 4**

Power in Society (SA-347) Using theoretical approaches and methodological tools from sociology and anthropology, this course explores the nature of social power and its distribution in a variety of social settings. Under what conditions do specific types of power distributions emerge, and what consequences do they have for people's social and economic lives? When do political systems change, and why? How do social and cultural factors influence people's participation in political action? A variety of social institutions relevant to politics are examined in this course, including interest groups, political parties, the state and transnational organizations. Processes such as legitimization of authority, social influences on policy formation, political socialization, mobilization and cooptation are anaylyzed in the contexts of local, national and international politics. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. Prerequisite: SA 100 or consent. **Staff. 4**

Field Research Methods (SA-350) This 4-credit course provides experience in the design and implementation of field research. In addition to techniques of collecting, analyzing, interpreting and reporting data, we examine the history of social research, ethical questions involved in field research, and the theoretical assumptions on which various research strategies are based. Students will construct and implement research designs using field research techniques including ethnography, participant observation, and content analysis. Quantitative analysis including descriptive statistics will be included. Required of majors. SA 350 and 351 may be taken in any order. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. Prerequisite: 100 or consent. **Tuominen, Waters. 4**

Survey Research Methods (SA-351) This 4-credit course provides experience in the design and implementation of sociocultural research. In addition to techniques of collecting, analyzing, interpreting and reporting data, we examine epistemological issues that underlie social research, ethical questions involved in research, and the theoretical assumptions on which various research strategies are based. Students will construct and implement research designs using survey research and secondary data analysis. Quantitative analysis, including descriptive and inferential statistics, analysis of variance, and simple regression will be included. Required of majors. SA 350 and 351 may be taken in any order. This course satisfies the Social Sciences requirement and the Quantitative Reasoning requirement for students matriculating on or after August 30, 2004. Prerequisite: 100 or consent. **O'Neil. 4**

Directed Study (SA-361) Credit earned will be determined by departmental evaluation. **Staff. 1-4**

Directed Study (SA-362) Credit earned will be determined by departmental evaluation. **Staff. 1-4**

Independent Study (SA-363) **Staff. 1-4**

Independent Study (SA-364) **Staff. 1-4**

Advanced Topics in Sociology/Anthropology (SA-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Senior Research Seminar I (SA-420) An integrative course designed to be a culmination of the student's work in the major. This is a TWO-SEMESTER course which focuses on the design and completion of a yearlong research project for all senior majors. This provides the basis for then reflecting about the nature and importance of sociology/anthropology as a discipline and in relation to our role as researchers and citizens. Required of senior majors. Note: The combined 4 credits of SA 420-421 and 4 credits of SA 451-452 will be converted to eight credits of Honors Research (SA 461-462) for honors students. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Staff. 2**

Senior Research Seminar II (SA-421) An integrative course designed to be a culmination of the student's work in the major. This is a TWO-SEMESTER course which focuses on the design and completion of a yearlong research project for all senior majors. This provides the basis for then reflecting about the nature and importance of sociology/anthropology as a discipline and in relation to our role as researchers and citizens. Required of senior majors. Note: The combined 4 credits of S/A 420-421 and 4 credits of S/A 451-452 will be converted to eight credits for Honors Research (S/A 461-462) for honors students. This course satisfies the Social Sciences requirement for students matriculating on or after August 30, 2004. **Staff. 2**

Senior Research (SA-451) **Staff. 2**

Senior Research (SA-452) **Staff. 2**

Honors Project (SA-461) **Staff. 2**

Honors Project (SA-462) **Staff. 2**

Spanish

Faculty

Professor Charles O'Keefe, Chair

Professors Eduardo Jaramillo-Zuluaga, Bernardita Llanos; Associate Professors Susan Paun de Garcia, Monica Ayala-Martinez; Assistant Professors Dosinda Garcia-Alvite, Joanna Mitchell, Michael Sisson; Visiting Assistant Professor Nicole D. Price; Instructor Lori Nedelco-Searfoss; Visiting Instructor/Assistant Professor Margarita R. Jacome; Academic Secretary Susan Hill

Departmental Guidelines and Goals

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that all words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of our own culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in cultural studies and literature, aside from their intrinsic worth, also present multiple perspectives on other cultures and areas of intellectual experience.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off-Campus Studies (see Off Campus Programs). Opportunities to improve their command of the language are provided on the campus by the language tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Spanish Major

Students majoring in Spanish must take a minimum of 9 courses above 213. Required courses are: Spanish 215, 220, 230. In addition, students must take 3 elective courses at the 300 level and 3 elective courses at the 400 level. Students engaged in a full-year Senior Research Project in Spanish will need only one 400-level course. All students who wish to engage in Senior Research projects are expected to submit a petition to the department during their junior year (before a study abroad experience is undertaken).

Spanish Minor

The minor in Spanish consists of at least five courses above the 213 level, including three required courses at the 200 level and two electives at the 300 or 400 level.

The following courses are required: 215, 220 and 230.

Additional Points of Interest

Multimedia Language Learning Center An important asset of the Department is the Multimedia Language Learning Center. With its 27 Macs, zone-free DVD player, multi-standard VCR, and a Polycom Viewstation for videoconferencing, the MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar drills to research as well as discussions on authentic materials published on the web. The area is designed not only for individualized instruction but also for group work and small seminars that use multimedia materials for class discussion.

Cultural Enrichment Each semester the Department offers students exceptional opportunities for cultural enrichment in foreign languages. These opportunities include, for example, off-campus trips to target-culture plays, movies and performances, as well as campus visits by native scholars and performers. In that way, experiences in target cultures become more readily available to our students. These opportunities are made possible through a most generous endowment bestowed on the Department of Modern Languages by the Patty Foresman Fund.

Fellows 103 The Modern Languages Virtual Lounge in Fellows 103 offers the Denison community a wide range of technological devices with which to enrich their learning experiences. This room is equipped with a 52 inch flat screen TV which is connected to two satellite dishes. One dish allows us to receive French TV5 and Chinese TV9. The other dish provides us with SCOLA television services from around the world. The TV is also connected to a multi-standard VCR and a zone-free DVD player. The lounge has a ceiling-mounted data projector which connects to a networked Apple computer, the DVD player and the VCR. This area also has a Polycom videoconferencing unit which allows us to connect with students at other universities and chat with them about their perspectives on various issues.

General Departmental Regulations Students planning to major in the Department are advised to begin course work in the first year. Those wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The language requirement should be completed by the end of the junior year.

Course Offerings

High School Language (SPAN-094) Staff. 0

Beginning Spanish I (SPAN-111) An introductory course in Spanish that develops the four basic skills of listening, speaking, reading, and writing. Emphasis will be on basic language structure. Conducted in Spanish. **Staff. 4**

Beginning Spanish II (SPAN-112) A continuation of skill development in basic Spanish structures. Conducted in Spanish. Prerequisite: 111 or placement. **Staff. 4**

Introductory Topics in Spanish (SPAN-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Intermediate Spanish (SPAN-211) This course prepares the student for a functional comprehension and use of spoken and written Spanish and emphasizes the cultures of the Spanish-speaking worlds. Conducted in Spanish. Prerequisite: 112 or placement. **Staff. 4**

Communication Skills (SPAN-213) An intermediate course to develop conversational and writing skills. Conducted in Spanish. Prerequisite: 211, placement, or consent. **Staff. 4**

Writing Workshop (SPAN-215) An intensive review of basic Spanish grammar and the development of skills in the composition of Spanish prose. Conducted in Spanish. Prerequisite: 213 or consent. **Staff. 4**

Introduction to Hispanic Literature (SPAN-220) Reading and discussion of literary works from the Spanish-speaking world. Emphasis will be on utilizing language skills in the study and analysis of literature from Latin America, Spain and the United States. Conducted in Spanish. Prerequisite: 215 or consent. **Staff. 4**

Introduction to Hispanic Culture (SPAN-230) An introduction to the study of Hispanic cultures, both Peninsular and Latin American; this course presents the basic context of the customs, beliefs and values of the Hispanic peoples and seeks to provide a basis for more advanced study. Conducted in Spanish. Prerequisite: 215 or consent. **Staff. 4**

Intermediate Topics in Spanish (SPAN-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Grammar in Context (SPAN-315) Study and practical written application of Spanish grammar on a more advanced level; this course will on occasion include special topics in usage and style of contemporary written and spoken Spanish. Conducted in Spanish. Prerequisite: 215 or consent. **Staff. 4**

Survey of Spanish Literature (SPAN-320) Survey of literary genres, periods and movements in Spain from the Middle Ages to the twentieth century. The main focus will be to give a sense of literary history and cultural context; readings will include representative selections from each period. Conducted in Spanish. Prerequisite: 220 or consent. **Staff. 4**

Survey of Latin American Literature (SPAN-325) Survey of literary genres, periods and movements in Latin America from 1492 to the present. The main focus will be to give a sense of literary history and cultural context; readings will include representative selections from each period and movement. Conducted in Spanish. Prerequisite: 220 or consent. **Staff. 4**

Introduction to Peninsular Culture (SPAN-330) Study of how the different peoples of Spain conceive of and represent themselves, their attitudes, values and beliefs. From a historical perspective, the class will examine the evolution of institutions, traditions, and various artistic endeavors. Prerequisite: 230 or consent. **Staff. 4**

Cultures of Latin America (SPAN-335) This course introduces students to the cultural diversity and histories of Latin America, and offers a comprehensive study of the Latin American ethnos. Conducted in Spanish. Prerequisite: 230 or consent. **Staff. 4**

Directed Study (SPAN-361) Staff. 1-4

Directed Study (SPAN-362) Staff. 1-4

Independent Study (SPAN-363) Staff. 1-4

Independent Study (SPAN-364) Staff. 1-4

Advanced Topics in Spanish (SPAN-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Seminar in Language (SPAN-415) In-depth study and discussion of selected topics in language linguistics or translation. Conducted in Spanish. This course will involve the writing of a research paper. Prerequisite: 315 or consent. **Staff. 4**

Seminar in Peninsular Literature (SPAN-420) Study and discussion in depth of a selected topic, writer or work from Peninsular literature. This course will involve the writing of a research paper. Conducted in Spanish. Prerequisites: 320 or 325 or consent. **Staff. 4**

Seminar in Latin American Literature (SPAN-425) Study and discussion in depth of a selected topic, writer or work from Latin American literature. This course will involve the writing of a research paper. Conducted in Spanish. Prerequisites: 320 or 325 or consent. **Staff. 4**

Seminar in Spanish Culture (SPAN-430) An in-depth study of selected topics in the culture of Peninsular Spain. Conducted in Spanish. This course will involve the writing of a research paper. Prerequisites: 230 or consent. Prerequisite: 320 and 330 or consent. **Staff. 4**

Seminar in Latin American Culture (SPAN-435) An in-depth study of selected topics in the culture of Latin America. Conducted in Spanish. This course will involve the writing of a research paper. Prerequisites: 335 or consent. **Staff. 4**

Senior Research (SPAN-451) Staff. 4

Senior Research (SPAN-452) Staff. 4

Honors Project (SPAN-461) Staff. 4

Honors Project (SPAN-462) Staff. 4

Theatre

Faculty

Associate Professor Peter Pauzé, Chair

Associate Professors Robert Gander, Peter Pauzé, John Sipes, Cynthia Turnbull; Assistant Professors Mark Evans Bryan, Mark Sorensen; Visiting Assistant Professor Holly Cate (part-time); Technical Director and Instructor Andrew Johns; Costume Shop Supervisor Joyce Merrilees; Jonathan R. Reynolds Playwright-in-Residence Jorge Ignacio Cortinas (2nd semester); Academic Secretary Marilyn Sundin

Departmental Guidelines and Goals

The goals of the majors in theatre are twofold: first, to provide students with a working knowledge of the fundamental principles of each of the several arts of the theatre, offering opportunities for practical application of those principles in stage production; and second, to develop analytical skill, facility in problem-solving, historical perspective, and appreciation of aesthetic form.

The programs in theatre aim to develop the skills of thoughtful inquiry, informed judgment, and imaginative response that are fundamental to the rewarding pursuit of any profession. In addition, these programs aim to provide a sound basis for graduate study in theatre.

Theatre Major

Required Courses - B.A. - 44 credits

100 Introduction to Theatre Studies (taken no later than 2nd semester of the sophomore year.)
110 Introduction to Theatrical Design
270 Directing: Realism

One of the following:
230 Acting: Realism I
240 Acting: Brecht and Beyond
250 Acting: Pre-20th Century Styles
360 Acting: Special Topics

Two of the following:
371 History, Literature, and Theory of Theatre: Premodern World
372 History, Literature, and Theory of Theatre: Early Modern Europe
373 History, Literature, and Theory of Theatre: Modern World
374 History, Literature, and Theory of Theatre: The Americas
400 Theatre Seminar

Three elective courses in Theatre

A total of four credits of Practicum from at least two different Practicum courses

Required Courses - B.F.A. Degree: 56 credits

The Theatre curriculum is in transition. **The class of 2009 will be the last group of students with the option of pursuing a B.F.A. degree.** We encourage all new majors and minors to follow the new B.A. curriculum and major requirements. **Course requirements based on the old curriculum will be adapted to the courses of the new curriculum as follows, with new curriculum courses in bold type.**

123 Acting I - **230 Acting I: Realism**
140 Costuming - **110 Introduction to Theatrical Design**
144 Introduction to Technical Theatre - **Practicum: 120 Scenery and 125 Lighting**
201 The Development of Dramatic Art - **One of the following: 371, 372, 373, 374**
301 History of the Theatre I - **One of the following: 371, 372, 373, 374**
302 History of the Theatre II - **One of the following: 371, 372, 373, 374**
333, 334, or 335 Theatre Workshop - **Practicum: Select from 120, 125, 160, 165, 170, 175, 340, 345, 350, 375,**
404 Drama Seminar - **400 Theatre Seminar**
415 Play Direction - **270 Directing I: Realism**

In addition, B.F.A. candidates will complete one of the following sequences:

Performance Emphasis
224 Acting II - **330 Acting II: Realism**
290 Voice for the Actor - **360 Acting: Special Topics**
331 Acting III - **250 Acting: Pre-20th Century Styles**
424 Acting IV - **240 Acting: Brecht and Beyond**
DANCE: Two technique courses: Modern and/or Ballet (3 credits)
VOICE: Selected from Music 140 (private lessons), Music 141 (Voice Class), or Communication 231 (Voice and Diction) (3 credits)

Design/Technical Emphasis
145 Lighting - **220 Lighting Design**
340 Scene Design - **210 Scenic Design**
345 Technical Theatre II - **Practicum: Assisting or 180 & 181: Costume Crafts**
347 Costume Design - **200 Costume Design**
401 Theatre Practicum - **Practicum: Select from 120, 125, 160, 165, 170, 175, 340, 345, 350, 375, 380**

Note: In addition to the General Education requirements specified for the Bachelor of Fine Arts degree in the Denison University 2004-2005 Catalog, candidates for the B.F.A. in Theatre must complete the foreign language requirement (2 semesters or equivalent) and 16 credits in related arts.

Theatre Minor: 22 credits

To minor in Theatre, students must take Theatre 100, 110, one Acting course (230, 240, 250, or 360), one Theatre History, Literature, Theory course (371, 372, 373, or 374) and one elective Theatre course, as well as two credits of Practicum from different Practicum courses.

Course Offerings

Introduction to Theatre Studies (THTR-100) An introduction to the study of theatre as an academic discipline within the liberal arts, including its fundamental theories, principles, methods, and historical context. Intended for theatre majors, minors, and students who intend to take multiple theatre courses. **Pauze. 4**

Theatrical Style and Creation (THTR-105) This course will explore theatrical style and innovative theatre artists who have influenced theatrical production practices and will investigate the process of various theatre artists within the framework of their goals, choices and the historical moment. **Sorensen, Turnbull. 4**

Introduction to Theatrical Design (THTR-110) An introduction to the vocabulary and process of Scenic, Lighting, Costume, Sound, and Makeup Designers. Primary focus will be placed on an understanding of the elements and principles of design and their manipulation in the design process, as well as the development of visual analysis and observation through weekly creative projects. **Pauze, Turnbull. 4**

Practicum: Scenery Construction (THTR-120) A workshop laboratory in which students learn the fundamentals of scenic stagecraft through practical application in the department's scene shop. **Johns. 2**

Practicum: Lighting and Electrics (THTR-125) A workshop laboratory in which students learn the fundamentals of electrics stagecraft through practical application in the department's lighting and electrics shop and theatres. **Johns. 2**

Practicum: Costume & Makeup Running Crew (THTR-160) A workshop laboratory in which students serve on the costume and/or makeup running crew for a departmental theatre production. **Sorensen, Turnbull. 1**

Practicum: Scenery & Lights Running Crew (THTR-165) A workshop laboratory in which students serve on the scenery and/or light running crew for a departmental theatre production. **Pauze. 1**

Practicum: Performance (THTR-170) A workshop laboratory in which students perform in a departmental theatre production. **Bryan, Gander, Pauze, Sipes. 1-2**

Practicum: Special Topics (THTR-175) A production workshop and directed study in which a student serves in some special capacity for a departmental theatre production. **Staff. 1-4**

Costume Crafts I (THTR-180) An introductory hands-on course for students interested in learning construction techniques used in the creation of costumes for the stage. Students will develop their sewing skills and learn basic concepts in patterning, fitting, fabric modification, and corset construction. **Sorensen, Turnbull. 2**

Costume Crafts II (THTR-185) A hands-on course for students interested in learning construction techniques used in the creation of costumes for the stage. Each student will be developing more advanced sewing and costume construction skills. The course will cover draping and millinery and accessories construction. **Sorensen, Turnbull. 2**

Introductory Topics in Theatre (THTR-199) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Costume Design (THTR-200) An advanced studio course concentrating on specific problems in costume design. There will be an emphasis on textual analysis, style, visual character development and rendering techniques. Prerequisite: 110. **Sorensen, Turnbull. 4**

Scenic Design (THTR-210) A study of the basic theories and practices of theatrical scenic design and the role and function of the scenic designer. The course will examine the scenographic process from initial concept through finished design, including the principles and issues of visual design, sketches, mechanical drawings, CAD, color renderings, and scaled models. Prerequisite: 110. **Pauze. 4**

Lighting Design (THTR-220) A study of the basic theories and practices of theatrical lighting design and the role and function of the lighting designer. The course will examine the design process from initial concepts through finished design, including basic electrical theory, lighting instruments and lamps, lighting control systems, characteristics of light, use of color, and creating the light plot using CAD. Prerequisite: 110. **Pauze. 4**

Acting: Realism I (THTR-230) A studio course in the fundamental techniques of realistic acting. The course explores the demands and conventions of realistic acting through the theories and writing of Konstantin Stanislavsky. Students will study and carry out numerous in-class exercises, pioneered by Stanislavsky, that develop actor skills through exploration of "work on the self and work on the role." Character will be explored through the use of vocal and physical control, script analysis, and the active pursuit of objectives. Participants in this course will perform improvisations, monologues, and scences. Written work will include character analyses, research papers, and critical review of outside performances. **Gander, Sipes. 4**

Acting: Brecht and Beyond (THTR-240) Contemporary theatre performance has been heavily influenced by the work and theories of Bertolt Brecht. Epic forms, gestus, didacticism, dialectic, and alienation place challenging demands on the actor far removed from the realistic mode. Students will examine and implement techniques of analyzing contemporary non-realistic playscripts, performing within unfamiliar conventions, investigating the role of character, discovering rehearsal modes that lead to alienation, and finding action in "plotless" play scripts. The influence of Brecht and his theories on subsequent scripts and acting theory are also covered. **Gander. 4**

Acting; Pre-20th Century Styles (THTR-250) A studio course in the fundamental techniques of stylized acting traditions popularized before the twentieth century. Exploration of the vocal demands created by the patterns, images, and rhythms built into verse and heightened dialogue. Physical life is defined through the examinations of historical space, time period, and costume. The creation of character is linked to the development of mask and dramatis personae. Periods and styles of exploration may include Greek, Shakespeare, Comedy of Manners, Commedia, and Farce. Performances will include sonnets, soliloquies, and scenes. **Sipes. 4**

Directing: Realism (THTR-270) This course in the art of directing for the stage explores the philosophies and techniques of prominent contemporary directors in a historical context. Students perform practical exercises in proscenium staging, text analysis, scheduling, directorial concepts, developing ground plans, actor coaching, and tracking of dramatic action. Various systems of leadership are defined and explored. Teaching methods include lecture, class discussion, and in-class projects. **Gander, Sipes. 4**

Directing: Special Topics (THTR-280) This course builds on the fundamentals of composition and staging covered in "Directing: Realism." Elements of composition are reviewed, rethought, and applied to Arena and Thrust stage configurations. Simultaneous movement, symmetrical picturization, and other unrealistic techniques are considered in terms of staging. Collaborative processes with designers will be explored as well as further methods of working with actors. Special attention is given to abstract story telling, musical theatre and opera, dreamscapes, and contemporary drama and comedy. Prerequisite: 270. **Gander, Sipes. 4**

Playwriting: Form, Structure, Narrative (THTR-290) An introductory course in the writing of drama. The course will involve the reading and discussion of assigned play texts as well as of peer-student writing. Students will complete weekly reading assignments, weekly written response assignments, and a series of creative exercises focused on technique, structure, and storytelling. Students will also have in-class workshop opportunities and the responsibility to engage in critical dialogues with their classmates. The final project is a short, original script. **Bryan, Pauze. 4**

Intermediate Topics in Theatre (THTR-299) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Fashion: History, Culture, and Identity (THTR-300) An introduction of basic fashion theory and the visual communication of clothing through the study of Western dress with emphasis on how the "fabric" of each period (i.e., the trends in thought, art, culture, politics, and economics) made its impression on the fashion of the day. **Sorensen, Turnbull. 4**

Acting: Realism II (THTR-330) Primarily a continuation of THTR 230, a brief review of the basic work precedes the study of a great variety of approaches to arguably the most dominant style of performance: realism. This course combines class exercises and scene study to deepen the understanding and playing of action in the realistic mode. Special attention is given to the development of acting theory and practice in America in the 20th century. The integration of character specific movement, dialects, and personalization are given special attention. Prerequisite: THTR 230. **Gander, Sipes. 4**

Practicum: Assistant Costume Designer (THTR-340) A production workshop and directed study in which the student serves as Assistant Costume Designer for a departmental theatre production. **Pauze. 4**

Practicum: Assistant Scenic Designer (THTR-345) A production workship and directed study in which the student serves as Assistant Scenic Designer for a departmental theatre production. **Pauze. 2**

Costume Design (THTR-347) A studio course concentrating on specific problems in costume design, both technical and interpretive. Emphasis is on textual analysis, research and exploration of rendering techniques. Prerequisite: 240 or consent. **Turnbull. 4**

Practicum: Assistant Lighting Designer (THTR-350) A production workshop and directed study in which the student serves as Assistant Lighting Designer for a departmental theatre production. **Pauze. 2**

Acting: Special Topics (THTR-360) Intensive work on a specific acting problem. The subject will vary from year to year. Possible topics include: new approaches to developing roles, various styles and theories of acting, interdependency of design and movement, and working with new scripts. Repeatable. By consent. **Gander, Sipes. 4**

Directed Study (THTR-361) Staff. 1-4

Directed Study (THTR-362) Staff. 1-4

Independent Study (THTR-363) Staff. 1-4

Independent Study (THTR-364) Staff. 1-4

History, Literature, and Theory of the Theatre: Premodern World (THTR-371) This course explores the relationship among theatrical storytelling traditions and the cultures and audiences that produced them from ancient Africa, Turkey, and Greece to medieval Europe, south Asia, and the Middle East, including an introduction to the courtly performance of east Asia. Major topics of investigation will include evidence of prehistoric theatre forms, ancient Egyptian and pre-Hellenistic theatre and drama in the Mediterranean world, classical and late Hellenistic drama and performance, republican and imperial Roman drama and theatre, origins of the Sanskrit drama and performance of the classical Indus River Valley civilization, the religious and secular theatre of medieval Christian Europe, and the early theatre forms of the Islamic world. Course readings combine primary sources (textual, archaeological, iconographic, miscellaneous), secondary analyses, and drama and theory texts. Sophomore-Junior-Senior status. **Bryan. 4**

History, Literature, and Theory of the Theatre: Early Modern Europe (THTR-372) This course explores the tremendous changes in dramatic and performance theory, entertainment culture, and theatrical production during the early modern period in Europe. Beginning with the Italian Renaissance, the course investigates the drama and theatre of the major theatre cultures of the early modern era - Italy, England, Spain, and France -- in the context of the rapidly changing culture of European nationalism, mercantilism, and colonialism. Course readings combine primary sources (textual, iconographic, miscellaneous), secondary analyses, and drama and theory texts. Sophomore-Junior-Senior status. **Bryan. 4**

History, Literature, and Theory of the Theatre: Modern World (THTR-373) This course explores dramatic and performance theory, entertainment culture, and theatrical production during the modern era from the rise of romanticism in Europe at the end of the eighteenth century to the theatre forms that characterized the post-WWII period. Course readings combine primary sources (textual, iconographic, miscellaneous), secondary analyses, and drama and theory texts. Sophomore-Junior-Senior status. **Bryan. 4**

History, Literature, and Theory of the Theatre: Theatre of the Americas (THTR-374) This course explores the history of performance, dramatic and performance theory, entertainment culture, and theatrical production from prehistoric and oral evidence in pre-Columbian cultures to the popular theatre/performance traditions of contemporary North and South America and the Caribbean. Particular attention is paid to the development of drama and theatre in the United States. Course readings combine primary sources (textual, archeological, iconographic, miscellaneous), secondary analyses, and drama and theory texts. Sophomore-Junior-Senior status. **Bryan. 4**

Practicum: Assistant Director (THTR-375) A production workshop and directed study in which the student serves as Assistant Director for a departmental theatre production. **Gander, Pauze, Sipes. 2**

Practicum: Stage Manager (THTR-380) A production workshop and directed study in which the student serves as the Stage Manager for a departmental theatre production. **Pauze, Staff. 2**

Playwriting: Workshop (THTR-390) A workshop course in the writing of drama. The course will involve the reading and discussion of assigned play texts and peer-student writing. Students will work on a major creative project throughout the semester. Evaluation of students' work will be based on this project, participation in workshop performance and discussion, and a portfolio of drafts and revisions. The course will conclude with staged readings or performances of the major projects. Prerequisites: THTR 290 or ENGL 237 or CINE 328 or consent. **Bryan, Pauze. 4**

Advanced Topics in Theatre (THTR-399) A general category used only in the evaluation of transfer credit. **Staff. 1-4**

Theatre Seminar (THTR-400) Intensive study of a major playwright, genre, form, or context of dramatic literature; of historical, cultural, aesthetic significance of theatre production during a specific period or particular movement in the history of the theatre; or, of specific movements or artists in design, acting, directing, or other fields of theatre production and performance. The seminar topics will vary. Repeatable. Junior-Senior standing and consent of instructor. **Staff. 4**

Reynolds Playwriting Seminar (THTR-430) An advanced playwriting workshop conducted by the Reynolds Playwright-in-Residence. The Jonathan R. Reynolds Playwright-in-Residence endowment provides for a visiting playwright of national or international renown to teach in the Department of Theatre for one semester, every other academic year. The course's content is dependent upon the visiting artist, but the course will typically involved explorations into technique and form and the writing of a major creative project. Past Reynolds Playwrights have included Arnold Wesker, Lee Blessing, Jeffrey Hatcher (DU '80) and Caridad Svich. Prerequisite: 290 or consent. **Jonathan R. Reynolds Playwright-in-Residence. 4**

Senior Project: Acting (THTR-450) The student serves as an Actor for a departmental theatre production. Prerequisites: three of the following courses: 230, 330, 240, 250, 360. Instructor's consent. **Gander, Sipes. 4**

Senior Research (THTR-451) Senior standing and consent from the instructor. **Staff. 4**

Senior Research (THTR-452) Senior standing and consent from the instructor. **Staff. 4**

Senior Project: Directing (THTR-455) The student serves as Director for a deparmental theatre production. Prerequisites: 230, 300, 240, 250, 360. Instructor's consent. **Gander, Sipes. 4**

Senior Project: Costume Design (THTR-460) The student serves as Costume Designer for a departmental theatre production. The focus will be placed on the process, analysis, research and analytical skills of the designer within the framework of a practical project. Prerequisites: 110, 180, 200, 300, 340. Instructor's consent. **Sorensen, Turnbull. 4**

Honors Project (THTR-461) Staff. 4

Honors Project (THTR-462) Staff. 4

Senior Project: Scenic Design (THTR-465) The student serves as Scenic Designer for a departmental theatre production. Prerequisites: 110, 210, 120. Instructor's consent. **Pauze. 4**

Senior Project: Lighting Design (THTR-470) The student serves as Lighting Designer for a departmental theatre production. Prerequisites: 110, 220, 125. Instructor's consent. **Pauze. 4**

Special Project: Special Topics (THTR-475) The student serves in some capacity on a departmental theatre production. Prerequisites: To be decided on a case by case basis. **Staff. 4**

Women's Studies

Faculty

Director: Associate Professor Marlene Tromp (English and Women's Studies)

Associate Professor Toni King, Joint Appointment with Black Studies

Assistant Professor Isis Nusair, Joint Appointment with International Studies

Faculty: Professors Robin Bartlett (Economics), Bahram Tavakolian (Sociology/Anthropology); Associate Professors Suzanne Condray (Communication), Susan Diduk (Sociology/Anthropology), Barbara Fultner (Philosophy), Karen Graves (Educational Studies), Toni King (Women's Studies and Black Studies), Linda Krumholz (English), Sara Lee (Physical Education), Bernardita Llanos (Modern Languages), Lisa McDonnell (English), Gill Wright Miller (Dance), Priscilla Paton (English), Sita Ranchod-Nilsson (International Studies), Kaye Rasnake (Psychology), Lyn Robertson (Educational Studies), Sandra Runzo (English), Joy Sperling (Art), Mary Tuominen (Sociology/Anthropology); Assistant Professors Lynn K. Gorchov (History), Amanda Gunn (Communication), Isis Nusair (International Studies and Women's Studies); Academic Secretary Sandy Spence

Departmental Mission and Goals

Mission Statement Women's Studies is an interdisciplinary study of women's experience as it is mediated by ethnicity, race, class, and sexual identity. The program examines women's contributions to society in the social sciences, sciences, arts, and humanities, and studies the social construction of gender in a variety of cultures and historical periods. Women's Studies scholars have introduced new ways of knowing, new theoretical insights, and new understandings of basic concepts such as work, arts, politics, literature, and history, as they have incorporated the study of women into a variety of disciplines.

Curricular Goals Denison's Women's Studies faculty are dedicated to helping students develop rigorous analyses of culture, politics, ideas and text, as well as creative leadership skills. We hope to teach our students the history, analysis and practice of feminist scholarship, means of creative expression for their intellectual interests and concerns, and political service and activism.

To that end, we require our students to take an introductory course, "Issues in Feminism," a "Feminist Methods" course, and a "Feminist Theory" course, as well as a capstone experience that involves active community engagement and written response or a sustained research project.

These required courses in the major and minor should explore women and women's issues, provide both the methods and information to conduct rigorous analysis, engage our students in ways that challenge them to take their thinking about the material into the world, and embody feminist pedagogy. The elective courses will do the same in the context of their field of study.

Students have the opportunity of participating in a variety of internships located throughout the country that acquaint them with women's issues. Students are encouraged to develop leadership skills by taking an active part in campus life, including projects developed by the program. Recent projects include a national grant application, a campus-wide study on violence, and a benefit concert.

The Women's Studies Program sponsors regular symposia on gender issues that include presentations by Women's Studies faculty as well as Women's Studies scholars from throughout the United States. With the support of the Laura C. Harris endowment, the Women's Studies Program has recently hosted internationally-renowned scholars like bell hooks, Gloria Anzaldua, Judith Butler and Mary Daly. Program members also participate in the Great Lakes Colleges Association, which provides conferences for Women's Studies students and faculty.

Women's Studies Major

Women's Studies majors are required to take a total of 32 credit hours. Many students double major in Women's Studies and another field. Students may sign up for a course either under the department number or under the Women's Studies number. Both numbers will count toward the Women's Studies major or minor. All courses except for WMST 101 will be at the 200 level or above. All Women's Studies majors must take the following:

1. Required core courses:

    WMST 101 Issues in Feminism 4 credits
    WMST 298 Cultural and Social Methods 4 credits
    WMST 307 Feminist Theory 4 credits
    WMST 451 or 452 Senior Research 4 credits

2. One course on women of color in the United States, or women in developing countries 4 credits
3. One Women's Studies science or social science course (communication, education, political science, psychology, sociology/anthropology, etc.) 4 credits
4. One Women's Studies humanities or fine arts course (art, dance, history, literature, music, modern languages, philosophy, religion, etc.) 4 credits
5. One Women's Studies elective chosen from courses listed or cross-listed as Women's Studies courses. 4 credits

One of the courses used to fulfill requirement (2), (3), or (4) must be a course cross-listed with Black Studies. *The same course cannot be used to fulfill more than one of the above requirements.*

Women's Studies Minor

Women's Studies minors are required to take a total of 24 credit hours. All courses except for WMST 101 will be at the 200 level or above. All Women's Studies majors must take the following:

1. Required core courses:

    WMST 101 Issues in Feminism 4 credits
    WMST 298 Cultural and Social Methods 4 credits
    WMST 307 Feminist Theory: Gender Justice 4 credits

2. One course cross-listed Women's Studies/Black Studies 4 credits
3. Two Women's Studies electives chosen from courses listed or cross-listed as Women's Studies courses. 4 credits

The same course cannot be used to fulfill more than one of the above requirements.

Students are encouraged to consult with the Director of Women's Studies in making their choices.

Course Offerings

Issues in Feminism (WMST-101) This interdisciplinary course will examine some aspects of institutionalized sexism in contemporary America, such as differential role socialization and its consequences; legal inequalities; job discrimination; reproductive issues; and violence against women. Every woman's experience of sexism is mediated by her class, race, age, religion, sexual preference and so forth; therefore the diversity of women's experience is a key factor in our study. The class format will be primarily a lecture-discussion format and may include small group discussions. **King, Nusair, Tromp. 4**

Black Women's Lives (WMST-102) Staff. 4

Topics in Women's Studies (WMST-190) Staff. 4

Sexual Inequality (WMST-210) This course compares and evaluates a variety of theories which attempt to explain the origins, persistence, and effects of sexual inequality in American society. In particular, it explores a number of settings: the family, the workplace, the political arena, religious activity, violence against women and face-to-face interactional contexts. Special attention is given to the ways in which race/ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. This course from the Social Science division satisfies the Minority/Women's Studies requirement and has no prerequisite. **Tuominen, Diduk, Tavakolian. 4**

Women in Music (WMST-220) Historically, women have played an integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course from the Fine Arts division will trace the development and current state of women's roles in music in America, including twentieth-century art music composers, musicologists, teachers, and performers of classical and popular genres such as blues, jazz, country, gospel, rap, and rock. **Staff. 4**

Women in Literature (WMST-225) Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such as sexuality, history, race, class, identity and power. **Krumholz, Runzo. 4**

Exploring Women's Spirituality (WMST-227) This course explores writings on spirituality developed by women for the contemporary world. Students will be asked to compare the proposals made by women from diverse backgrounds in order to identify commonalities and to better understand reasons for differences. Each semester, several traditions will be examined in depth; possible traditions include Christian Feminist Spirituality, Goddess Spirituality, African American Womanist Spirituality, Lesbian Spirituality, Latin Spirituality and Women's Christian Spiritual Writings developed in Asia, Africa and South America. No first-year students. **Ingrando. 4**

Mediating Gender and Sexuality (WMST-229) In this class we will critically examine and evaluate the cultural construction and representation of gender and sexuality in contemporary American mass media, and trace their development throughout the 20th century. We will focus on a variety of mass-produced commercial media texts, surveying television, magazines, advertising, and popular music. Although gender is the primary identity construction examined in this course, we will also pay close attention to other aspects of identity that define American women, such as ethnicity, class, and sexuality. We will investigate representational issues in relation to their political repercussions, and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism. **Lotz. 4**

American Women's History (WMST-240) This course surveys the history of women in the United States from 1870-1989. We will emphasize the experience of women of all races, classes and sexual orientations -- women who entered the paid labor force in increasing numbers by the turn of the century and non-wage earning women who performed work integral to the survival of their families. We will use political essays, popular culture and literature to map out the multiple views of women's role in American society. In particular, how have the "traditional" view of women (keeper of home and family) and the "progressive" view of women (career-oriented and independent) conflicted, converged and evolved over the past century? Cross listed with History 281. (Offered 2nd semester) **Gorchov. 4**

Women in Modern Europe (WMST-241) This course from the Humanities division surveys the history of women in Europe from 1700 to the present. Topics covered include women in revolutions, the effect of industrialization on women and the family, changing views of sexuality, women's rights movements and socialism, the female experience in world wars, women under fascism and women in the welfare state. **Staff. 4**

Black Women and Organizational Leadership (WMST-265) This class explores Black women's leadership orientation in organizations. Afrocentric and womanist frameworks are used to inquire about Black women's leadership in the context of their lives. In this course we explore and theorize Black women's use of communal and generative leadership orientations as well as their application of a multiple and oppositional consciousness. Organizational dilemmas stemming from their race, class, and gender, as well as the unique challenges Black women leaders face in creating a supportive life structure are examined. Finally, students will critique major leadership theories in light of what they have learned about Black women leaders. This course will be counted in the Humanities division. **King. 4**

Women and Western Religion (WMST-272) An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. Although the emphasis will vary, students will be asked to evaluate critically topics such as: how the Bible presents women, feminist reconstructions of Biblical texts, arguments that Christianity and Judaism are essentially sexist, feminist Christian and Jewish theological reconstructions and contemporary Western Goddess spirituality. **Ingrando. 4**

Women and the U.S. Economy (WMST-273) This course from the Social Science division is an advanced economics course focusing on women in the labor force. Recent trends in women's labor force participation, occupational segregation and earnings are examined. Both Neo-classical and Radical theories are applied to these trends for possible explanation. Finally, numerous ways to intervene in the market on the part of government and private enterprises are studied to determine the most effective way to rectify observed market imperfections. Prerequisite: 201 or consent. **Staff. 4**

Cultural Studies in Dance (WMST-274) This course from the Fine Arts division will frame Western social and concert dance as a complex political activity made public through various agendas of race, creed, national origin, sexuality and gender. Using a theory of assimilation, transmission and migration, students will meet a series of historical works and dance movements (disco, rave, etc.) while simultaneously being exposed to poststructuralist epistemology and feminist theory in order to analyze them. In this way, the course aims to teach ways of interrogating social practices surrounding dances in any culture from a Western academic perspective. **Miller. 4**

Philosophy of Feminism (WMST-275) Feminism can radically challenge traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to objectivity, universality and truth. Thus, feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. Are there philosophically significant differences between men and women? This course from the Humanities division examines this and other questions, emphasizing contemporary feminist discussions of epistemology, ethics and science. Satisfies General Education requirement in Minority/Women's Studies. Prerequisites: any 100-level course in Philosophy, one course in Women's Studies or consent. **Fultner. 4**

Topics in Women's Studies (WMST-290) Staff. 4

Cultural and Social Methods (WMST-298) This course examines both scientific methods and social analysis based on empirical research and the interpretive strategies that have developed out of the humanities for understanding societies. It provides experience in the design and implementation of social and cultural research with a focus on women's studies. The course will examine the epistemological issues that underlie research in women's studies, the ethical and political questions involved, and the assumptions that shape various methods. Students will apply the methods learned to their own research projects. Prerequisite: One Women's Studies course or consent. **King. 4**

Psychology of Women (WMST-301) This course examines psychological research and theories about women's experiences. Topics include sex bias in psychological research, gender differences in personality and abilities, lifespan development, problems of adjustment and psychotherapy, women's health, female sexuality, and violence against women (rape and wife battering). The Women's Studies program will count this course as a Social Science experience. **Hutson-Comeaux, Rasnake, Snyder. 4**

Women in the Arts (WMST-302) This course from the Fine Arts division will focus on 20th century American art created and executed by women. Using feminist theorists ranging from Nochlin to the Guerilla Girls, Adair to Schneider, this course is representative rather than comprehensive. We will observe, discern, analyze, interpret, and evaluate representative works, engage in a collaboratively designed research project including interviews of artists and write a final theoretical paper together. Students should be prepared to attend many artistic events in the area outside of class. **Miller. 4**

The Gendering of Self and Culture: Women in Latin American Arts (WMST-305) This course will examine different forms of discourses by Latin American women writers, filmmakers and artists from the 60s to the present. The focus will be the analysis and discussion of the different cultural operations used by Latin American women to question and critically examine their cultural tradition and society. **Llanos. 4**

Feminist Theory (WMST-307) This course examines various ways of understanding gender by looking at a variety of feminist theories. Theories studied may include psychoanalytic, feminist theory, cultural materialist feminist theory, etc. Particular consideration will be given to issues raised by multiculturalism, women of color, womanist perspectives, queer theory, class concerns and international feminist movements. The course will introduce students to a variety of theories to enable them both to recognize and use those theories in their research and social practice. Students will be encouraged to become reflective about their own theoretical stances and to consider how societies can move closer to justice for both women and men. Prerequisite: One Women's Studies course or consent. **Tromp. 4**

Postmodern Politics: Sexed/Racialized/Classed (WMST-309) This class focuses on postmodern philosophy to examine the key texts involved in its construction in order to understand how poststructuralism and deconstruction can be used to analyze sex, race and class in the American culture. Using language analysis from this philosophical tradition students will become familiar with how this philosophical tradition can be used in the analysis of and development of public policies. Students will use the framework to reflect on how they construct the self and what these different notions of self mean for private and public life, especially in terms of sex, race and class. Students will be encouraged to develop systematic skills in the use of poststructuralism and deconstruction in the social sciences. **Staff. 4**

English Studies in Women's Issues (WMST-310) Staff. 4

Democracy for all? Race/Ethnicity and Gender in America (WMST-311) The course will examine theories of a democratic system which have been proposed by American scholars who have responded to the issues raised by those concerned about the opportunity for women and minorities to participate as full citizens in the American system. The focus on current democratic theories will examine models of institutions for nation state governance and for governance in daily life institutions, such as the family, school, workplace and local communities. Students will be encouraged to reflect on their own models of responsive and ethically responsible democratic practices. **Staff. 4**

Women and Health (WMST-312) This is an interdisciplinary course on issues related to women's health. It will explore historical, epidemiological, social, economic and political issues related to women's health and care. Topics to be covered include the influence of gender on health research and policy, sex/gender differences in health status, the contribution of gender to specific health issues (eating disorders, violence against women), and the relationship between women's reproductive capacity and health issues. The course also incorporates the roles of race/ethnicity, social class and sexual orientation in health status and health care. The Women's Studies program will count this course as Social Science experience. **Staff. 4**

Families, Sexuality and the State (WMST-313) In this course we analyze historical and contemporary patterns of family/kinship organization and the relationship of families to broader political and economic structures. We explore families and kinship from a cross-cultural perspective, as well as examine` the ways in which race/ ethnicity, economic status and sexuality shape family/ kinship structures in the contemporary U.S. We explore specific issues including women's paid and unpaid labor in families; families and welfare state policies; power and violence in families; changing family and kinship structures; ideologies of motherhood; birthing and reproductive technologies; and the impact of family structures and gender ideologies on women's political activism. These case studies will be analyzed in the context of anthropological and sociological theories of families, kinship, and gender relations, including feminist theories of the social construction of gender. This course satisfies the Minority/Women's Studies requirement. Prerequisite: 100 or consent. **Tuominen. 4**

Work and Society (WMST-315) In this seminar we analyze historical and contemporary patterns of the organization of work. Using theoretical and ethnographic perspectives we analyze the work historically undertaken by members in various cultures and the relationship of work to broader political and economic institutions and processes. We analyze gender, racial/ethnic and class relations and how these shape work in the U.S., as well as cross-culturally. Prerequisite: 100 or consent. **Tuominen. 4**

Women and American Politics (WMST-317) This course will begin an analysis of women and American politics by beginning with an examination of the women's movement from 1776 through contemporary political activity. The course will then turn to an examination of women's participation in governmental institutions especially in Congress and the Executive Branch. The third portion of the course will focus on women and public policy. **Staff. 4**

Women in Sport (WMST-320) This course is designed to give students a comprehensive look at women in sport: past, present and future. This course will examine and analyze the issues surrounding women and sport from historical, psychological, sociological, physiological, political and philosophical perspectives. Cross-listed with Physical Education. The Women's Studies program will count this course as a Social Science experience. (Offered one semester each year) **Lee. 4**

Gender and Change in Cross Cultural Perspective: Women, Development and Ecology (WMST-321) Our foci in this course will be on the diverse ways in which rural women in emerging nations conceptualize and utilize landscape and resources, and on the effects of material changes in natural and social environments on the quality of gender relations, social life and community organization. The course will also look comparatively, but more briefly, at the experiences of women migrants and urban workers. We will consider the formulation and implementation of goals for economic and social change, such as sustainable agricultural development and rural cottage industries that may contribute to material well-being without damaging the natural environment, and we will examine how cross-cultural alternatives to Western conceptions of gender and ecology may serve as a basis for prospective changes within our own society. This course satisfies the Non-western Studies Requirement. Prerequisite: S/A 100 or consent. **Diduk, Ranchod-Nilsson, Tavakolian. 4**

African-American Women's Literature (WMST-325) Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class and sexual relations in the United States. This course will be counted in the Humanities division. **Krumholz. 4**

Women's Issues in Communication (WMST-331) Staff. 4

Women and Political Leadership (WMST-333) The course will involve the development of a theoretical model for leadership that explores political leadership as a vocation for citizens in the United States. The course will explore basic political questions about authority, the appropriate use of power, community building, ethics and responsibility for self and others. About one-third of the course will involve introducing students to the logic of empirical inquiry -- especially qualitative methods -- so that they can design a leadership project that will involve the empirical study of leadership. Students will read biographies and autobiographies to examine leadership in concrete situations, and to develop their understanding of politics. **Miller. 4**

Special Topics (WMST-345) Staff. 4

Directed Study (WMST-361) Staff. 1-4

Directed Study (WMST-362) Staff. 1-4

Independent Study (WMST-363) Staff. 1-4

Independent Study (WMST-364) Staff. 1-4

Victorian Oddities (WMST-367) While one might imagine that Victorian notions of gender are simplistic, easily discerned, the picture is quite complex. The Victorian period was the age that spawned the "first wave" of feminism, produced suffragists who were willing to suffer torture in prison in order to get the vote, yet popularized tracts defining very circumscribed notions of gentlemanly and lady-like behavior; it ushered into power a deeply beloved and powerful Queen - a woman who opposed the vote for women, advocated family values, and stood in utter awe of her husband. This course examines the very vexed set of ideals and the complex Victorian codes for gender formation, while asking about resistance to those codes. We will explore ideologies across the period and the relationship of text to culture, asking always how it reads against our own cultural moment. **Tromp. 4**

Queer Theory (WMST-379) Queer Theory is more than simply pointing at a text, image, or act and identifying it as queer, but engaging in an intellectual and political practice that explores social constructs and their significance and that suggests new ways of thinking and acting. Be prepared to do a great deal of reading, to challenge your thinking and that of others, and do write in a rigorous intellectual environment. The course will focus on class discussions and presentations and will include a research paper. **Tromp. 4**

Topics in Women's Studies (WMST-390) Staff. 4

Critical Pedagogy: Gender, Race and Class in U.S. Education (WMST-391) Gender and race are central concerns throughout this course in its examination of current critical issues in US education. Readings are drawn primarily from the sociology of education. Particular attention is given to critical and feminist pedagogies. This course includes a two-hour commitment each week to service learning in a social service agency. **Graves, Robertson. 4**

Senior Research (WMST-451) Staff. 4

Senior Research (WMST-452) Staff. 4

Honors Project (WMST-461) **Staff. 4**

Honors Project (WMST-462) **Staff. 4**

Special Courses and Opportunities

International and Off-Campus Study

Mission Statement

Off-campus study plays a dynamic role in a Denison education. By placing students in educational settings that intentionally combine classroom and experiential learning, off-campus study provides an invaluable opportunity for students to interrogate, rework, and hone their intellectual skills, as well as to cultivate the intellectual responsibility and capacity for civic engagement associated with a liberal arts education.

Off-campus study also engenders significant personal growth as students gain independence, self-confidence and the capacity for constructive communication across difference through purposeful experiences of other educational, cultural, and socio-economic settings.

Selecting an Appropriate Off-Campus Study Program

It is strongly recommended that students interested in off-campus study make an appointment with the director of international and off-campus study early in their Denison career. This allows ample time to formulate appropriate learning outcomes for an off-campus study experience, to explore a range of options among the Denison-accepted programs, and to consider carefully issues such as timing of participation and possible integration with major, minor and/or general education program requirements.

Denison maintains a list of accepted off-campus programs that seek to address the curricular and pedagogical concerns, as well as the academic standards, associated with a Denison liberal arts education. Since the list of accepted programs is subject to ongoing evaluation and adjustment, it is not printed in this catalog. The current list can be found at http://www.denison.edu/offcampus/.

In rare cases students may propose study on a non-accepted program offering specialized curricular opportunities, usually associated with the major, that are not afforded by any of the programs on the accepted list. Approval for such proposals is made on an individual basis and does not in any way indicate that future proposals for study on that given program would also be approved. Students who withdraw to attend a program without Denison's approval are not eligible to receive transfer credit.

Campus visits in the fall and spring semesters by representatives of the accepted programs, as well as individual discussions with the faculty members who have relevant expertise, also provide an excellent opportunity to learn more about specific program opportunities.

Seeking Approval for Off-Campus Study

Second semester sophomores with a well-articulated academic trajectory, juniors, and first semester seniors are eligible to participate in off-campus study programs. (First semester seniors must petition to have the residency requirements waived in order to receive final approval.) Students may normally seek approval for one semester of aid eligible off-campus study during their Denison career. It is possible to seek approval for an academic year of aid-eligible study in a single program, but such approval is granted only in cases where students have demonstrated compelling academic reasons, based on the criteria listed below, for pursuing an extended period off-campus. International students are limited to the one semester of aid-eligible study.

In order to pursue off-campus study for academic credit (up to a maximum of sixteen credits per semester and thirty-two credits for the academic year), students must first obtain Denison approval to study and then apply for acceptance by the program sponsor. Approval is granted through the off-campus study proposal process, which starts with an individual advising appointment with the director of international and off-campus study and culminates with the completion of an off-campus study proposal packet. If a student receives approval, she or he then seeks acceptance by the program sponsor through completion of an abridged application form.

Denison approval for off-campus study is granted on a rolling basis. The final deadlines for consideration are as follows: March 1 for fall semester and academic year programs, and October 1 for spring semester and southern hemisphere academic year programs. Late proposals are not considered except in cases of documented personal, family or medical emergencies.

Denison approval is granted only if the student is adequately prepared both personally and academically for the proposed off-campus program. The specific evaluation criteria are as follows:

1. The proposed off-campus study program represents a well-defined continuation of the curricular and pedagogical goals of a Denison liberal arts education and the individual student's academic program.
2. The student's record demonstrates, as evaluated by Denison, clear evidence of college-level preparation and academic achievement appropriate to the proposed off-campus study program and the specific course of study on that program.
3. The student meets the Denison minimum eligibility requirements for off-campus study:
   - A student must have completed a minimum of forty-eight credits prior to participation on the off-campus program. Transfer students must have completed a minimum of one year of study at Denison prior to participation on the off-campus program.
   - A student must be in good academic standing both at the time of proposal and at the time of participation on the program. Note, however, that a significant and problematic shift in a student's academic standing that occurs after the approval process but prior to the start of a program may result in the withdrawal of Denison approval even if the students is technically still in good standing.
   - A student must not be on disciplinary probation for a period that includes any portion of the proposed term of off-campus study. Denison also reserves the right to withhold approval for any student who exhibits a documented history of behavioral issues deemed inappropriate for off-campus study.
   - A student whose proposal is evaluated and approved while she/he is on disciplinary probation must meet special conditions. In such cases, the student is required to submit her/his judicial records with the program sponsor's application and to write a cover letter for those records explaining how they should bear on the program sponsor's deliberations. If an additional offense is adjudicated prior to participation on the program, Denison approval will be withdrawn.
4. In situations where Denison must limit participation, the best-qualified students based on the first two criteria will be given priority in the approval process.

In order to budget effectively for the institutional costs associated with off-campus study, Denison establishes an annual cap on the number of students who may participate on accepted programs. The cap represents 10% of the total projected enrollment for a given academic year. In order to facilitate the effective use of campus housing resources, this number is split as evenly as possible between the two semesters.

Please note that summer study is exempt from the off-campus study approval process and the annual cap. It requires only acceptance by the program sponsor and pre-approval of the program coursework by the Registrar. Such study is not, however, aid eligible.

Financing Off-Campus Study

To determine whether a given program is affordable, students should make certain they consider out-of-pocket expenses as well as the program fees. A comprehensive cost estimate for any given program on the Denison accepted list is available from the program sponsor.

In an effort to promote off-campus study, Denison does not require students to pay tuition or room and board fees for their off-campus term (except in the case of two Denison-sponsored programs: Oak Ridge Science Semester and Justus-Liebig-Universität exchange). Denison charges only a nominal administrative fee of $420 for participation in an off-campus program.

Denison also allows students to apply their federal, state and institutional need-based financial aid to approved off-campus programs. Merit based aid may not be applied to off-campus study except in the case of the Denison-sponsored programs, but students whose demonstrated need increases as a result of this policy may receive additional need-based aid. The financial aid package for the off-campus term is based on the comprehensive cost estimate provided by the program sponsor.

Health Insurance Coverage

Denison strongly recommends that all students participating on an international off-campus program carry international medical and evacuation insurance coverage in addition to their domestic health insurance coverage. Denison also recommends that at least one parent/guardian obtain a passport prior to their daughter or son studying internationally so that travel will not be unduly delayed in the case of a medical or personal emergency.

Health Advisories, Travel Advisories and Travel Warnings

Denison strongly recommends that all students avail themselves of the travel information available at the U.S. State Department, Centers for Disease Control (CDC), and World Health Organization (WHO) web sites. In particular, students should carefully consider the information included in State Department travel advisories for the country in which they are pursuing off-campus study and/or for any other country to which they are planning to travel during their time abroad.

Denison reserves the right to cancel a Denison-sponsored program or withdraw its approval for study on an accepted program if a State Department travel warning or a CDC or WHO travel advisory is in place for the host country at the start of the program. Withdrawal of approval for an accepted program bars a student from receiving Denison credit for the program and from applying financial aid to the program costs. In order to make certain that a student may make an informed decision regarding participation on a program, the issue of potential loss of Denison approval for an accepted program will be brought to the student's attention as far in advance of the program start date as is feasible.

In the case of a State Department travel warning or a CDC or WHO travel advisory arising after a program has started, Denison will work closely with the program sponsor and other informed parties to determine an appropriate course of action. In the case of requiring that a student return home, Denison will pursue reasonable steps with the program sponsor to mitigate the financial and academic impact of such an action.

Pre-Professional Programs

Denison's commitment to the liberal arts, the strength of our pre-professional advising, and the success of our graduates have made Denison well-known by professional schools ranging from medicine and business to law and engineering. Denison has maintained advising services and has joined cooperative educational programs which can be of great help to you. Whether you earn a bachelor's degree at Denison and then go on to a professional school or combine three years of study here with several at another university, a Denison education and our advising programs can contribute significantly to the attainment of your professional goals.

Advising System

The director of Career Services, along with individual faculty members, provides strong and knowledgeable advising services. They will work with you in group and individual meetings from the time you express an initial interest in, for example, attending law school, through the time you apply for admission to professional school. An important part of this advising involves helping you to prepare for qualifying tests and assisting in the arrangement of internships. At your request, a detailed file of your recommendations will be developed. Denison has earned the respect of deans of professional and graduate schools through mutual relationship-building in the Central Association of Advisors for the Health Professions and the Midwest Association of Prelaw Advisors.

Medicine, Dentistry and Veterinary Science

Medical, dental and veterinary school admissions decisions are based on performance on nationally-sponsored admissions tests (Medical College Admissions Test, Dental Admission Test, Graduate Record Examination) and on academic achievement in both science and non-science courses. Students whose test and grade profiles are strong enjoy a high rate of acceptance by medical, dental and veterinary schools in their state of residence and by selective schools throughout the country. It is important to work closely with the Pre-Professional Adviser Pamela Allen regarding the application process.

Most of our undergraduates who are considering the health professions bolster their preparations and gain an overview of several related fields by taking an internship in a hospital or clinical setting.

In 1984, Denison established a "3-4" program with Case Western Reserve Dental School. Students may apply to Case Dental School when they apply to Denison. Then, if the student performs satisfactorily in both liberal arts and in science courses, he/she will receive official acceptance to the Case Dental School. Following three years of study at Denison, the student moves directly into dental school. Students will receive a bachelor's degree from Denison and a Doctor of Dental Surgery from Case. Students can only apply for the 3-4 program once they have been admitted to Denison and prior to the first semester of classes. (CWRU usually completes these interviews by early May). Students need to request the CWRU dental school application form from CWRU. The Admissions office will forward the Denison application to CWRU. For more information, contact Pre-Professional Adviser Pamela Allen in Career Services.

Law

Denison graduates are successful in gaining admission to law schools across the country. Students' performance on the Law School Admission Test and their academic records are the major determining factors in the admissions decision. Our records list over 75 institutions where Denisonians have recently studied law. Early contact with Pre-Professional Adviser Pamela Allen is strongly recommended.

Because of Denison's traditional strength in preparing students who do well in law, representatives from a number of schools regularly visit the campus for Career Days and interviews. In addition, panels and programs featuring practicing attorneys and internships in legal settings help students make realistic career decisions.

Business

A broad-based undergraduate program in the liberal arts is one of the most satisfactory preparations for graduate study in business administration and management, and large numbers of Denison graduates continue their studies in M.B.A. and M.M. programs across the country. Although the current national trend is to encourage students to work several years between their undergraduate and M.B.A. programs, Denison students get pre-M.B.A. advice and are advised to take the Graduate Management Admissions Test before graduating. Early contact with Pre-Professional Adviser Pamela Allen is strongly recommended.

Denison has a signed agreement with Case Western Reserve University's Weatherhead School of Management to allow students to enroll in the Master of Science in Management degree following graduation from Denison.

This one-year Master's program provides business related coursework for liberal arts graduates. For more information and brochures, contact Pre-Professional Adviser Pamela Allen in Career Services.

Nursing

Denison offers a 3 plus 3 program toward the Master of Science in Nursing degree with Case Western Reserve University's Frances Payne Bolton School of Nursing. Denison students complete the first three years of a liberal arts curriculum along with science prerequisite coursework. Students transfer to Case Western for the fourth year and complete the pre-licensure requirements for Nursing. These credits transfer back to Denison to complete the Bachelor's degree. Students passing the licensure exam can begin working as nurses. Students have two years remaining to complete the Master of Science in Nursing degree from Case Western and select a specialty track in Nursing at that time. For more information, please contact Pre-Professional Adviser Pamela Allen in Career Services.

Engineering

With a long-standing tradition of strength in science and pre-engineering, Denison offers two plans to prepare for an engineering career. In the first, students receive a bachelor's degree after four years at Denison with a major in natural sciences or mathematical sciences, followed by two years of graduate work at another institution leading to a master's degree in engineering. Graduate schools at numerous universities have accepted Denison students and visit the campus regularly.

The second plan is a "3-2" program in which students study three years at Denison and two at an affiliated engineering school and receive two bachelor's degrees. Denison is affiliated in such binary programs with Rensselaer Polytechnic Institute, Washington University (St. Louis), Case Western Reserve University, and Columbia University. Students interested in these plans should contact Dr. Steven Doty, Denison's engineering liaison officer, in care of the Denison Physics Department, at their earliest opportunity. The required math and science courses typically include: Calculus I, Calculus II, Calculus III, Differential Equations, the introductory Physics sequence (Physics 125-7 or equivalent), Modern Physics, General Chemistry I and II, and Computer Science 171. Additional courses may be required, depending on the chosen field of engineering.

Environmental Management and Forestry

Denison offers a cooperative program with Duke University in the areas of Environmental Management and Forestry. You can earn the bachelor's degree from Denison and the master's in either Environmental Management or Forestry from Duke after spending three years at Denison and two years at Duke's School of the Environment. The major program emphases at Duke are resource economics and policy, water and air resources, forest resource management, resource ecology and ecotoxicology and environmental chemistry. An undergraduate major at Denison in natural or social science or pre-professional emphasis in business or engineering is good preparation for the Duke programs, but any undergraduate concentration will be considered for admission. If you are interested in this program, however, you should take at least one year each in biology, mathematical sciences, and economics at Denison. Biology Professor Juliana Mulroy has more information on both this program and the following one in natural resources.

Natural Resources

Since the 1979-80 academic year, Denison has had a cooperative program with the School of Natural Resources at the University of Michigan to provide training for careers in the management and study of renewable natural resources. You attend Denison for three years and transfer to Michigan for two additional years. At the end of your first year at Michigan, you can receive your Denison bachelor's degree. Upon completion of Michigan's graduation requirements, a bachelor's degree in either forestry or natural resources is awarded.

Medical Technology

Denison offers the basic courses needed to enter a professional program in medical technology. The Career Services staff can help you make arrangements to take part in certified programs, such as the one at the Rochester General Hospital. Normally, you enter the professional program at the end of your junior year. After successfully completing the training program at the cooperative university or hospital, you will receive a Denison bachelor's degree and be eligible for the registry examination given by the American Society of Clinical Pathologists.

Occupational Therapy

Denison offers a "3-2" program in cooperation with Washington University (St. Louis). For students with equivalent admission criteria, those who satisfactorily complete Denison's three-year Pre-Occupational Therapy prerequisite courses and receive three favorable recommendations including the faculty adviser's, will be given preferred consideration over the non 3-2 student for admission to the master's degree program.

Denison students who meet prerequisites may also apply on a competitive basis to other schools of Occupational Therapy. Students interested in Occupational Therapy and/or either of the above programs should contact Pre-Professional Adviser Pamela Allen in Career Services.

Summer Research Opportunities for Students

YOUNG SCHOLAR AWARDS support either independent research under Denison faculty supervision or collaborative research with Denison faculty. First-Year students, sophomores and juniors in the Arts, Social Sciences and Humanities (and self-designed majors) are eligible.

ANDERSON RESEARCH ASSISTANTSHIPS support summer science research with a Denison faculty member. Sophomores and juniors majoring in biology, chemistry, physics, math, computer science, geosciences or psychology are eligible, though applicants with junior standing are usually given highest priority.

DURF (DENISON UNIVERSITY RESEARCH FOUNDATION) supports students who do collaborative research with Denison faculty. Denison faculty may apply for DURF funds to support a Denison student assistant for the summer. Any qualified Denison student is eligible.

BATTELLE SCIENCE INTERNSHIPS support science students in summer research, usually off campus. Recipients are chosen by science faculty.

WOODYARD SCHOLAR AWARDS support either independent or collaborative research under Denison faculty supervision. These awards support and encourage projects in the area of "Religion and Civic Responsibility." Students from all academic disciplines are invited to apply. Normally, the faculty adviser will be a member of the Department of Religion.

OTHER AWARDS. Student research may also be supported by outside grants received by faculty in various departments. Inquiries about any of the summer grants may be made to the Associate Provost.

Denison Internship Program

The Denison Internship Program is an optional program providing students with attractive opportunities for exploring career fields of interest to them. Administered by Career Services, the Denison Internship Program offers numerous internship sites around the country in a broad array of careers: business, education, government, law, medicine, science, non-profit, the arts and communication. Students may apply for these particular internships (listed annually in the Denison Internship Program Catalog) or they may arrange internships in areas that better match their career and geographic preferences.

Internships are for a minimum of three weeks (roughly 100 hours) and can be concentrated into a three-week period (as the "May Term" internships were) or may occur/extend into the summer depending on agreement with the internship site. Faculty sponsored Travel Seminars or programs may be offered through academic departments; these typically occur during early summer.

While neither academic credit nor grades are awarded, successfully completed internships are noted on academic transcripts. Employers and graduate/professional schools report that these types of experiences greatly complement the on-campus academic experience.

Service-Learning

The Center For Service-Learning at Denison serves as a connection for students, faculty and community based organizations that are interested in Service-Learning partnerships and reciprocal learning opportunities. The Center was established in 1997. Each year, more than 200 students enroll in service-learning courses, contributing more than 6,000 hours to the community. In addition, more than 600 students volunteer through the Denison Community Association contributing more than 13,000 hours annually. The America Reads program provides work study tutors in 12 area schools. Service-learning works through reciprocal partnerships between the university and the larger community in which students test educational theories and their own assumptions while the community receives the freshness and energy of student service work.

Admissions, Costs and Financial Aid

Admissions

Denison is committed to enrolling well-rounded and diverse students of high intellectual ability. The University provides an environment that supports and promotes personal growth and academic achievement. Denison values its faculty, academic programs and its students who have come to learn and contribute.

Secondary School Preparation

Because a Denison academic education is a blend of electives, General Education core courses and departmental requirements, a broad in-depth secondary school preparation is highly desirable. The University strongly recommends that, by the time you graduate from secondary school, you complete four years of English; three years each of mathematics, science and social studies; and three years of foreign language (at least two of which should be in the same language).

The Admissions Committee takes particular note of Advanced Placement, Honors, International Baccalaureate or enriched courses.

Admission Criteria

The quality of your academic performance, the rigor of courses selected, your grade-point average, and test results from the SAT I or ACT are the most important factors considered by the Admissions Committee. Your application essay, as well as written statements from your college adviser and an academic teacher, give us a greater understanding of your personal characteristics and motivation. Important also is the quality, rather than the quantity, of your extracurricular accomplishments, whether school, community, job-related or life experiences.

Application Process

All students requesting admissions information will receive the Viewbook. Denison is an exclusive Common Application college. The Common Application (www.commonapp.org) may be submitted any time between September 1 and January 15 of your senior year. Denison University has a three-part application. Completing Part I will begin the application process and enable us to start your file. The earlier we prepare your file, the better we get to know you. You may complete Part I online at www.denison.edu/admissions/apppart1.html. Part II requires you to fill out the Common Application and Part III requires you to complete Denison's Supplement. If you apply online at www.commonapp.org (Part II and Part III can be completed here), we will waive the $40 application fee.

Early Decision Admission

If, after careful research, you decide that Denison is your first-choice college, you are encouraged to apply by means of one of the Early Decision Plans. Candidates who wish to take advantage of either of these options must sign and submit the Early Decision Agreement form enclosed with the application.

Early Decision I: The deadline for this plan is November 1, with notification of the decision by December 1. The Early Decision I Plan is intended for candidates who have decided by mid-fall that Denison is their first-choice college.

Early Decision II: The deadline for this plan is January 1 with notification of the decision by February 1. The Early Decision II Plan is intended for candidates who have decided by late fall or early winter that Denison is their first-choice college.

Admitted students must accept our offer of admission and pay a non-refundable $300 enrollment deposit within two weeks after notification of admission to confirm their places in the entering first-year class. If you are a candidate for financial assistance, you need not reply to our offer of admission until two weeks after you have received your financial aid award. Deferred candidates will be reconsidered along with the regular applicant group in the spring.

Guidelines for Regular Admission

Candidates for Regular Admission should apply no later than January 15 and present a consistent record of academic accomplishment. Final notification of our admission decisions for completed applications will be made by mid-March, and admitted students must respond to our offer by May 1. Matriculating first-year and transfer students are required to pay a non-refundable $300 deposit by the date specified in their letters of acceptance.

Campus Visit and Interview

As you go through your college selection process, you will discover the value of a campus visit and interview. When you visit Denison, plan to spend three hours: approximately 45 minutes for an interview, one hour for a student-conducted campus tour, and another hour to visit a class of your choosing.

The Admissions Office, located in Beth Eden House next to Swasey Chapel, schedules interviews from 8:30 to 11:30 a.m. and 1:30 to 3:30 p.m. on weekdays, and on Saturday mornings from 8:30 to 11:30 a.m., from September through April.

Because our Admissions staff travels extensively, we annually select and train a small group of outstanding Denison seniors to assist in interviewing candidates. You are likely to meet with one of these Senior Interviewers if you visit campus. Senior Interviewers share with our regular Admissions staff the responsibility for describing the University to you and appraising your candidacy for admission.

You are encouraged to write, e-mail or, better yet, telephone a week or more in advance of your visit so that we may assist you in planning your time on campus. *Campus visits are not available* during break periods of the academic year, eg. Fall/Spring and Holiday/Semester. You may also schedule a visit online by going to www.denison.edu/admissions.

Overnight Accommodations on Campus

If you would like overnight accommodations with a student host in one of the University residence halls and are a senior in high school, please call the Admissions Office at least two weeks in advance of your visit. Overnight stays and airport shuttles can be arranged Sunday through Thursday during the academic year. In consideration of your host's academic and personal schedule, we ask that you limit your stay to one evening.

If you wish to stay with a friend currently at Denison, you are encouraged to make your own arrangements.

Granville's Location

Granville is located 27 miles east of Columbus and is easily accessible from Interstates 70 and 71. Port Columbus International Airport is served by major airlines, and rental cars are available at the airport.

Alumni Interviews

Denison Alumni Recruiting Team (DART) and Denison Overseas Alumni Network (DOAN) members in many metropolitan areas across the country and overseas can serve as resource persons and can also interview you if you are unable to visit the campus. The report of your interview with a Denison graduate will become a part of your admissions file. For local Denison alumni assistance or an interview, please call or write:

DART Coordinator
Admissions Office, Denison University
Box H
Granville, Ohio 43023
1-800-DENISON or
740-587-6276

Early Admission Program

Denison welcomes applications from mature, highly qualified students who intend to graduate from secondary school after three years. A campus interview is required for Early Admission candidates.

Deferred First-Year Student Matriculation

You have the option, upon being accepted at Denison, to defer your entrance for up to a year, provided you present an appropriate rationale for doing so and do not enroll as a full-time student at another college or secondary school in the interim.

You must submit by May 1 of the year for which you have been admitted the nonrefundable advance deposit required of enrolling first-year students, together with your written request for deferment of your matriculation. If your request is approved by the Admissions Committee, you must reconfirm your intention to enroll, in writing, by March 1 of the following year. If you fail to matriculate to Denison, your deposit will be forfeited to the University.

Transfer Admission

Denison welcomes applications from transfer students, including graduates of two-year or community colleges. Candidates may apply for entrance in either the fall or spring semester. Candidates for fall entrance should submit their applications by June 1. The deadline for second semester applications is December 1.

If you are admitted as a transfer student, you must complete at least 60 semester-hours of credit as a full-time student at Denison to be eligible for a degree.

For further information on Denison's transfer program, please call our Admissions toll-free number, 1-800-DENISON, or 740-587-6276 or write:

Transfer Coordinator
Admissions Office
Denison University, Box H
Granville, Ohio 43023

Denison's Admissions Office

For any additional information on admissions, call or write:

Admissions Office
Denison University, Box H
Granville, Ohio 43023
740-587-6276 or
1-800-DENISON
e-mail address: Admissions@denison.edu
Home Page: http://www.denison.edu/

Annual Costs

Actual 2005-2006

Tuition	$28,190
Activity fee	$410
Student Health Fee	$340
Board (Plan A - Plan B - Plan C	$3,650 - $3,450 - $3,240
Room (multiple-single-apartment-suite)	$4,470-$5,920-$6,140-$5,180

Each student on full tuition pays less than his or her actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the University to meet this difference. Denison's and similar colleges' and universities' ability to mitigate the amount of additional charges while maintaining quality is clearly dependent upon the increasingly generous support of alumni, parents of present students, and other friends.

The University reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition, activity fee and student health fee three months in advance, and for board and room one month in advance of their effective date. Changes in other fees, charges, or policies may be made by announcement one month in advance of the effective date of the change.

Tuition

The annual tuition permits a student to take a maximum of 18 hours each semester. An additional charge of $880 is made for each registered hour in excess of 18 hours. All excess-hour charges are billed by the Cashier's Office. A part-time student (8 hours per semester or fewer) is charged $880 for each semester hour of credit.

Activity Fee

The activity fee provides basic support to the Denison Campus Government Association and the organizations they sponsor. It also helps support student access to the Internet via the campus computer network.

Student Health Fee

The student health fee provides basic support to the Student Health Service. This fee covers general operating expenses. Fees for inpatient care ($110/day), medicine, laboratory tests and procedures, office surgery and medical equipment will be charged to the student.

A group accident and sickness insurance plan is also available to students. The Cashier's Office mails details of this plan to students in the summer.

Board

Meals are served in the college dining halls throughout the academic year except during vacations. The Carte Blanche Meal Plan provides breakfast, lunch, dinner and the late night option (offered Tuesdays and Thursdays) in one of the dining halls. More detailed information on this and the other meal plan options will be sent to students along with their semester bill.

Room Rent

Housing options are: multiple room, single room, apartment or suite. In addition, students will be charged for any damage beyond ordinary wear to the room and its contents.

Other Fees

Auditing Classes

This privilege may be granted to any student. A regularly enrolled full-time student may be permitted to audit one course each semester without additional fee and without academic credit. In all other cases, an auditor pays a sum equal to one-half the tuition rate paid by a part-time student ($440 per registered hour).

Off-Campus Programs

An administrative fee of $420 per semester is charged to each student participating in an off-campus program.

Books and Supplies

Bookstore purchases may be paid by cash or check, Visa, Mastercard, American Express or Discover Card, or through a Denison University "Big Red Card" deposit account. (Information on the Big Red Card will be sent to all students prior to the start of each semester.)

Department of Music Fees

Music fees are required of a student taking private lessons in Applied Music. A surcharge of $340 per half-hour (1 credit) or $680 per hour (2 credits) of instruction per semester, including the necessary practice time, is assessed for applied music lessons. The surcharge is waived for one (1) credit of lessons each term for music majors and two (2) credits of lessons for Performance Majors and Performer's Certificate minors for lessons in their primary instrumental or vocal medium. Music majors may petition the Department of Music for a two-credit surcharge waiver. The fee for the *required* hours of private music lessons (voice only) for the BFA program in Theatre will be waived.

Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental music without extra charge.

Special Fees

An additional materials fee is charged for courses such as ceramics, sculpture, printmaking, drawing and life drawing, and photography where the student becomes the owner of tangible items created. Additional course fees also apply to certain courses, including Elementary Cinema Production, Advanced Cinema Production, Cinema Techno-Aesthetics, Current Topics in Astronomy, Taekwondo, and Skin and Scuba Diving. This is subject to change from semester to semester.

Some fine arts studio courses and science courses may have additional expenses.

Enrollment Deposit

A $300 enrollment deposit is required of all students prior to enrollment at Denison. It is due by May 1 for entering first-year students. This deposit is held during the full term of a student's enrollment. Upon withdrawal or graduation from Denison, the deposit is first applied to any outstanding balance on the student's account, and the remainder is refunded. The deposit is forfeited if a continuing student withdraws after June 1 for the ensuing fall semester or after November 1 for the ensuing spring semester. For any new or transfer student (a student who has not attended Denison during at least one semester), the deposit is forfeited if the student withdraws after May 1.

Payment of Bills

All bills are payable in the Cashier's Office. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the University has a policy of collecting bills from the student rather than from his or her parents. The student, however, may request that all bills be sent to another party for payment as described later in this section.

Semester Bills and Late Payments

Semester bills are due in July for the first semester and in November for the second semester but may be paid in advance. Bills not paid by the due date are subject to a late payment fee of 1 percent per month or any portion thereof on the unpaid balance until the bill is paid in full. Registration for a semester is not permitted unless all fees are paid in accordance with the terms of the payment plan selected (See Payment Plans, below). These bills are mailed early in July and November to the student's billing address.

Advanced Course and Housing Registration

The University conducts advanced course registration each semester for the ensuing semester's work, and housing registration each spring for the following academic year.

All fees must be paid to permit advanced course and housing registration.

Miscellaneous Bills

Invoices for miscellaneous items such as lost keys, identification cards, residence hall damages, lock core changes, medications and other health services, and driving and parking infractions, are issued by the department authorizing the bill with a copy mailed to the student at his/her Slayter Box and a carbon copy sent to the Cashiers Office. All charges (except as noted below) are included on the comprehensive billing statement which is mailed to the permanent billing address. Confidential health center services are added to the account only if not paid within 10 days. Unpaid telephone bills (once PIN is deactivated because of non-payment) and unpaid library fines are also periodically added to the billing statement.

The University reserves the right to notify parents when scheduled payments are not met by the student. Students may want all bills, both semester and miscellaneous, sent to one particular address. This can be accomplished by notifying the Cashier's Office, in writing, of the name and address to be used for billing purposes. This notification must be signed by the student. All remittances to the Cashier sent by campus mail should be addressed to Doane Box 12 or Slayter Box 430.

A student is ineligible to attend classes unless his or her bills are paid when due. A student is denied an honorable separation, an official record of credits, or a diploma until all University bills are paid in full.

The policy on breakage fees applies to all supplies and equipment issued in any lab course in Chemistry (including directed studies, senior research and individual work for honors) or through the Athletics, Physical Education and Recreation Department. In addition to breakage fees, the Department of Athletics, Physical Education and Recreation also charges for lost equipment if the student is negligent in returning borrowed equipment by the date requested.

Although a record is kept of all breakage, students are not ordinarily charged for breakage amounting to less than $5 per semester. However, when the breakage in any one semester is $5 or more, students will be billed directly by the Cashier's Office for the total amount of all breakage, including the first $5.

Additionally, students who fail to check out of a laboratory or locker properly (either when dropping a course during a semester or at the regular check-out time at the end of a semester) will be charged a fee of $25, plus the cost of any breakage, regardless of the amount.

Where applicable, refund checks are automatically issued upon withdrawal or graduation. Continuing students may request refunds any time their account has a credit balance of $25 or greater, or at the end of the academic year if the credit balance is less than $25.

The University accepts student checks for payment of bills; however, a $10 charge is assessed on all checks returned by the bank. The University does not provide check cashing privileges for students at the Cashier's Office. Numerous banking and savings institutions are available in Granville which offer a variety of checking and savings plans. It is recommended that students establish an account with a local financial institution to facilitate their bill paying and cash needs.

Payment Plans

Several monthly payment plans are available to parents of Denison students. Long-term loans are also available. Details of these plans are sent to students in the spring each year for the following year of enrollment.

Late Registration

Students failing to complete all registration matters by the final deadline of the tenth class date of the term and/or failing to respond properly to University officials' notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal shall carry with it financial forfeitures in accordance with the refund schedules outlined below. Appeal of this action shall be to the Registrar's Advisory Board and, if upheld, will normally carry a minimum penalty of $50 and other disciplinary sanctions as deemed appropriate.

Refund or Forfeiture of Tuition, Activity Fee, Student Health Fee and Room and Board

Withdrawal from the University at any time is official only upon written notice to the Vice President for Student Affairs. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the University nor a cancellation of a Room and/or Board reservation.

In the event of an official withdrawal after the first day of classes, a student may receive a partial refund. The withdrawal process begins when a student meets with the Associate Dean of Students, or his/her designee, for an exit interview. A student will not be considered withdrawn without an exit interview. Upon official withdrawal or suspension, any adjustments to the account are automatically made in accordance with University policy and a refund check or bill will be sent as needed. Please contact the Cashier's Office with questions regarding the amount of refund or forfeiture of charges. **NOTE: Taking a Leave of Absence or withdrawing from the University may have serious implications concerning your financial aid and repayment plan. Contact the Financial Aid Office in Beth Eden.

A student will receive a refund of tuition, activity fee and student health fee based upon withdrawal before the end of the respective full week of classes. The room refund will be based upon the date the student (including personal possessions) is determined to have vacated University premises. Please refer to the chart below.

	Normal Withdrawal	Medical Withdrawal
1st day of classes	100%	100%
1st week	90%	90%
2nd week	90%	90%
3rd week	50%	70%
4th week	50%	60%
5th week	25%	50%
6th week	25%	40%
7th week	25%	30%
8th week	25%	25%
9th week	0%	10%

No refunds are granted after the 8th week (9th week for medical withdrawal). In the event of withdrawal of a student because of dismissal, the medical withdrawal schedule will apply. A student who stops attendance without completing an exit interview or notifying the Office of Campus and Residential Life of their withdrawal is not entitled to a refund of charges.

A pro rata refund of the board charge will be made following official withdrawal or dismissal from Denison as of the date the student vacates University premises and discontinues use of University facilities and services. The Office of Campus and Residential Life will determine this date.

Other Conditions

If a student withdraws after the withdrawal deadline and before the first day of classes because of illness or other approved extenuating circumstance, the enrollment deposit may be temporarily held. (Extenuating circumstances must be approved in advance by the Office of Student Affairs or Admissions, whichever is appropriate.) Additionally, the student cannot attend another college and must plan to register for a subsequent semester. If the student does not register during the following two semesters, the deposit is forfeited. The withdrawal deadline is June 1 for the ensuing Fall semester and November 1 for the ensuing Spring semester for continuing students. For entering first-year or transfer students, the deadline is May 1.

Fees for applied music lessons, or other course fees are not refunded after the fourth week in the case of a student withdrawing for any reason from a course or from the University.

Motor Vehicle Policy

All students are required to register any vehicle present on the Denison campus. A Denison registration sticker is not only a parking permit, but is required for roadway use of a motor vehicle.

Safety Glasses Requirement

In accordance with the provisions of the state law (i.e. amended Sections 3313.643, 3743.52 and 3743.99 of the Revised Code of the State of Ohio file No. 225, effective June 22, 1972):

All students enrolled in specified laboratory and studio courses in Art, Biology, Chemistry, Geosciences, Physical Education, Physics, and Theater and Cinema MUST wear "industrial quality eye protective devices at all times while participating or observing..." any of the laboratory or studio work.

The Ohio law (a copy of which is on file in the departments named above) is written in such a way that "industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection (Z87.1-1968) approved by the American National Standards Institute Inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the State of Ohio Industrial Commission. In particular, the law specifies that "all impact resistant lenses must be capable of withstanding an impact test in which a five-eighths inch steel ball weighing approximately fifty-six hundredths of an ounce is dropped from a height of fifty inches upon the horizontal upper surface of the lens in the manner prescribed under the code of federal regulations, Title 21, Section 3.84."

Please note that eyeglasses normally supplied by your optician, optometrist, or ophthalmologist may be specified to be "impact resistant" and still not meet the precise specifications of the Ohio law, as quoted above.

Accordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will - without exception - be required to purchase a pair of safety glasses meeting the above specifications. Such glasses will ordinarily be available in the Denison Bookstore, but may be purchased elsewhere. Students who already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasses when in the laboratory, studio or work areas. These may be of a variety which cover their ordinary glasses or they may be a pair prepared according to the student's prescription and meeting the safety standards. The University has arrangements with a local supplier to furnish both kinds at prices which are both fair and competitive.

Financial Aid Information

Denison is strongly committed to enrolling highly-qualified students, regardless of their financial means. Since qualified, committed and involved students are the lifeblood of our university, we regard each one as an invaluable asset to Denison.

This year, Denison students are receiving over $43 million in financial assistance from various sources. More than $27 million is awarded from Denison funds.

If you have any doubts about your family's ability to pay for a Denison education without help, don't hesitate to apply for financial aid. Your request does not affect the decision of the Admissions Committee in any way, and we at the Financial Aid Office welcome the opportunity to help you and your family in planning for college.

Applying for Financial Aid

To apply for need-based aid at Denison University, you must file a Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1 of your senior year. You may pick up a copy of this form from your school's guidance office or you may file the form online at www.fafsa.ed.gov. You must indicate the Title IV School Code of 003042 on the FAFSA form so that Denison can receive your information from the FAFSA. To apply to your state scholarship program for any awards that may be used at an Ohio institution, you may have to file a separate application form. Consult with your guidance counselor about this matter.

Special application procedures are available for Early Decision admission applicants who need a financial aid decision before April. Information explaining this procedure is available from our Admissions Office.

The information you submit on the FAFSA will be analyzed by the Federal Processor to determine the contribution you and your family can make toward the cost of a year's education. The family contribution is based on a formula called "Federal Methodology" which assesses such factors as taxable and non-taxable income, family size, asset strength, and number of family members in college.

After the Federal Processor computes your family contribution, it will send this information electronically to Denison and any other colleges you designate within two to three weeks after you file the FAFSA.

Our Financial Aid counselors will carefully review the information you submitted on the FAFSA. We may request additional information from you directly and if you enroll we will request a copy of your and your parent(s)' prior year federal tax return.

Your federal need is computed by comparing the total cost of attending Denison for one year (tuition, fees, room and board, books and personal expenses) with the federal contribution calculated from your FAFSA. The difference is your federal financial need.

If you meet our admissions standards, we want you to have a realistic opportunity to enroll here. When we make an offer of financial assistance, we offer funds from federal, state, and institutional sources to help meet your federal need. In cases of very high federal need, Denison University is unable to meet 100% of this need.

Types of Financial Aid

Financial aid awards normally consist of a "package" designed to help meet your financial need. Depending on the amount of your determined need, your package will usually consist of three components - employment on campus, a loan, and grants. Loans and employment are referred to as self-help. You are not obligated to accept the loan or work award. Grants and loans will be deducted on your college bill. Campus employment cannot be deducted in advance because it must be earned.

The exact formula which will be used in putting together your financial aid package is determined by Denison's Student Enrollment and Retention Committee (a group of administrators, faculty members, and students who formulate policies in this area). Packaging procedures are subject to annual review and revision.

Campus Employment

Students who have been offered Federal Work Study as part of their financial aid package receive preference in obtaining jobs on campus. Students who are not eligible to receive Federal Work Study can work on campus and will be paid the same hourly rate as students with a federal work award. Because students are paid by check or direct deposit for the hours worked, the work award is not reflected as a credit on the student's bill. Employment is available in the library, residence halls, computer center, Slayter Union, academic departments, administrative offices, physical plant and the food service operation. All on-campus employment opportunities are posted under Student Employment which can be accessed from Denison's Home Page by clicking on Employment. The job postings can be viewed only on campus. Students must do their own job search since on-campus employment is not guaranteed. Students are not permitted to work more than 300 hours in an academic year. The maximum work award amount for students is determined by the hourly rate. For the 2005-2006 academic year, the maximum work award is $2,175 based on an hourly rate of $7.25.

Loans

Your financial aid award may contain a Perkins Loan, a Federal Direct Subsidized, or a Federal Direct Unsubsidized Loan. The Perkins and Federal Direct Subsidized loans are similar in that there is no interest or repayment on the principal while the student is in school at least half-time. The interest begins to accumulate after graduating or ceasing to be enrolled half-time at a rate of five percent (5%) for the Federal Perkins Loan and at a variable percent on the Federal Direct Subsidized Loan. The Federal Direct Unsubsidized Loan is available to students who are not eligible or have limited eligibility for the Federal Direct Subsidized Loan. The loan terms are the same as the subsidized loan except that interest is charged while the student is in school for the Federal Direct Unsubsidized Loan. The student may choose to have the interest accrue while enrolled at least half time or pay the interest quarterly. The interest rates and terms of these loans are subject to change by the Congress of the United States.

Grants

Denison awards grants both from our own funds and from outside sources. These grants amount to more than $27 million annually. We participate in the Federal Pell Grant program, the Supplemental Educational Opportunity Grant (SEOG) program, the Ohio Instructional Grant (OIG) program, the Ohio Student Choice Grant program and certain other state grant programs.

Renewal of Financial Assistance

Each year, because of changes in income and other family circumstances, we re-evaluate your financial need. Renewal applications are distributed by the federal processor in December or January of each year to students who will be returning to Denison the following September. You may file the Renewal FAFSA online at www.fafsa.ed.gov. Depending on Denison's cost and your family's situation, your need for assistance may vary from year to year. Completed renewal applications should be filed by April 15.

Academic Scholarships and Other Aid Not Dependent on Need

Denison annually offers a large number of academic scholarships for first-year students, which are based on academic talent and personal merit and do not require a demonstration of financial need. These include the Faculty Scholarship for Achievement (full tuition), the Wells Scholarship in Science (full tuition), the Dunbar Scholarship in Humanities (full tuition) for which an interview with a Denison representative on or off campus is required, the Battelle Memorial Institute Foundation Scholarship (full tuition),the Heritage Scholarship (half tuition), the Founders Award (when combined with a National Merit Stipend will equal half tuition awarded to selected National Merit Finalists), the Park National Bank Scholarship (half-tuition), the Dean's Award, the Alumni Endowed Scholarship for Leadership and Talent, and the I Know I Can Scholarship ($2,000).

Denison also offers merit-based scholarships to students of color, including the Bob and Nancy Good Scholarship (half tuition), the Parajon and the Tyree Scholarships (half tuition), the YMCA Black Achievers Scholarship (half tuition), and the Hla, the Fisher, Upward Bound (half-tuition) and the Meredith Scholarships (one-third-tuition).

These scholarships are available for tuition for all four years at Denison, but not for off-campus programs. The Admissions Office can give you further information on the availability of and criteria for competing for these scholarships and awards for entering first-year students.

A limited number of departmental and general scholarships of varying amounts are also available to selected students, based on factors such as outstanding academic achievement and fine arts talent. If you are eligible to be considered for such a scholarship, you will be either considered automatically or invited to apply by the appropriate academic department.

In addition, employment on campus for jobs requiring specific experience or skills is available. Parents may be eligible to obtain a Federal Direct Parent Loan (PLUS) through Denison University.

Endowed Scholarship Funds

The income from the following endowed scholarships supports the merit awards and need-based institutional aid that is part of the Denison University Financial Aid Program.

Merit Scholarships

ALUMNAE ENDOWED SCHOLARSHIP. Established in 1977
Awarded to an outstanding junior or senior, preferably a woman.

J. REID AND POLLY ANDERSON SCHOLARS Established 1985

Awarded to Juniors and Seniors majoring in the sciences

MARY E. BABCOCK SCHOLARSHIP. Established in 1998.

Full tuition to scholarship awarded every four years with first preference Licking County, Ohio, students from Johnstown or Northridge High Schools.

BATTELLE SCHOLARS PROGRAM Established 1977

Awarded to students of high leadership potential who reside in Central Ohio.

NATIONAL CITY BANK SCHOLARSHIP Established 1982

Awarded to outstanding sophomores, juniors or seniors from Ohio.

DR. LAURA CRAYTOR BOULTON SCHOLARSHIP Established 1982

Awarded to one student who qualifies for work in Ethnomusicology.

GERTRUDE CARHARTT BRELSFORD MEMORIAL SCHOLARSHIP Established 1935

Awarded to Sophomores enrolled in courses of Music and Art.

WILLIAM O. BRASMER SCHOLARSHIP FOR EXCELLENCE IN THEATRE Established 1993

Awarded to the most promising candidate in the Department of Theatre and Cinema completing his/her junior ye

KENNETH I. BROWN SCHOLARSHIP Established 1959

Awarded to juniors or seniors with high scholastic ability preparing for careers in education.

MARY HARTWELL CATHERWOOD SCHOLARSHIP Established 1937

Awarded to students who plan on making their living from writing.

CAROLINE WOODROW DECKMAN STUDIO ART SCHOLARSHIP Established 1968

Awarded to a student showing outstanding creative achievement in Studio Art.

JONATHAN EVERETT DUNBAR SCHOLARSHIP IN THE HUMANITIES Established 1993

Awarded to an oustanding applicant with exceptional promise and a planned major in the Humanities.

KARL ESCHMAN SCHOLARSHIP Established 1977

Awarded to upperclass students in Music.

KRISTIN HORNADAY GARRETT MEMORIAL SCHOLARSHIP IN PSYCHOLOGY Established in 1998

Awarded to a rising junior psychology major who has demonstrated high academic achievement in the discipline and who shows promise for success in graduate study and/or a professional career in Health Psychology.

DALE S. GOOGINS SCHOLARSHIP Established 1991

Awarded annually in recognition of outstanding service of a student athletic trainer.

GEORGE K. GOULDING MEMORIAL SCHOLARSHIP Established 1964

Awarded to students in Music.

GEORGE R. HUNTER SCHOLARSHIP FUND Established 2002

Awarded to a student majoring in Music, with first preference for a major in Music Education.

CARL JAKUST MEMORIAL SCHOLARSHIP Established 1998

Awarded to students with financial need from Michigan, with first preference to students from Cass Technical High School in Detroit. Second preference given to students from Detroit area high schools.

R. STANLEY AND JANET O. LAING SCHOLARSHIP IN THE DEPARTMENT OF ECONOMICS Est. 1982
Awarded to students majoring in Economics who have an interest in the application of high technology to the advancement of Economics.

PHILIP E. LAMOREAUX SCHOLARSHIP Established 1976
Awarded to students majoring in the field of Geosciences.

CLIFFORD GARRETT LANTZ SCHOLARSHIP Established 1999
Awarded to students majoring in Philosophy, Political Science, Economics or a combination thereof, known as PPE. To the extent possible, preference will be given to students intending to apply to law school upon graduation.

REBECCA SHELLY LEE SCHOLARSHIP Established 1999
Awarded annually to a minority female who has demonstrated outstanding overall achievement.

J. BUDD LONG SCHOLARSHIP Established 1978
Awarded annually to the Editor-in-Chief of the Adytum and the Editor-in-Chief of the Denisonian.

LEROY "ACE" MORGAN MEMORIAL SCHOLARSHIP Established 1946
Awarded to talented students in the field of Theatre Arts.

E. CLARK MORROW AND IRMA HUDSON MORROW PRE-LAW SCHOLARSHIP Established 1962
Awarded to senior students taking pre-law courses with the intention of entering law school after graduation.

PARK NATIONAL BANK SCHOLARSHIP Established 1981
Awarded annually to incoming freshmen from Licking County and Central Ohio on the basis of outstanding academic performance.

PARK NATIONAL BANK ECONOMICS SCHOLARSHIP Established 1959
Awarded to students majoring in Economics.

PHI BETA KAPPA SCHOLARSHIP Established 1963
Awarded to outstanding students.

DAVID EVERETT REESE FAMILY FOUNDATION SCHOLARSHIP FUND Established 2001
Awarded to incoming students who have demonstrated leadership ability and broad interests.

JULIET BARKER SARETT SCHOLARSHIP Established 1949
Awarded to students who show excellence in English and Dramatics.

CORA WHITCOMB SHEPARDSON SCHOLARSHIP Established 1937
Awarded to students showing proficiency in courses in Art.

FRANCIS WAYLAND SHEPARDSON SCHOLARSHIP Established 1937
Awarded to a student showing proficiency in courses of American History.

FLORA DODSON SKIPP SCHOLARSHIP Established 1973
Awarded to gifted students in Music.

GAYLE INGRAHAM SMITH SCHOLARSHIP Established 1967
Awarded to students majoring in violin or piano.

STEPHEN D. TUTTLE MEMORIAL SCHOLARSHIP Established 1963
Awarded to a student designated as most worthy of the honor in Music.

JEANNE VAIL SCHOLARSHIP Established 1979
Awarded to meritorious Fine Arts students.

MARGARET ANN WATKIN SCHOLARSHIP Established 1974
Awarded as general scholarship for students in the Department of Biology.

ROY L. & REBECCA PORTER WELLS SCHOLARSHIP Established 1985
Awarded to incoming first-year students who anticipate majoring in a Science.

WIELAND SCHOLARSHIP FUND Established 2002
Awarded to junior or senior Economics majors.

EDWARD A. WRIGHT THEATRE ARTS SCHOLARSHIP Established 1962
Awarded to students showing special talent in Theatre Arts.

FRANK J. WRIGHT MEMORIAL SCHOLARSHIP Established 1989
Awarded to Geosciences majors demonstrating outstanding scholarship at the end of the junior year.

Need-Based Preministerial Scholarship Funds

CHARLES EDWIN BARKER SCHOLARSHIP Established 1949
Awarded to students preparing for the Ministry.

WILLIAM HOWARD DOANE SCHOLARSHIP Established 1915
Awarded to students preparing for the Ministry.

M. E. GRAY SCHOLARSHIP Established 1888
Awarded to students who have a call to the Ministry.

ABIGAIL T. HOUCK SCHOLARSHIP Established 1899
Awarded to educate young men for the Baptist Ministry.

JOSHUA & GWENNIE JONES SCHOLARSHIP Established 1915
Awarded to educate young men for the Baptist Ministry.

MARY KEOKEE MONROE SCHOLARSHIP Established 1887
Awarded to students electing to enter the Baptist Ministry.

DAVID THATCHER SCHOLARSHIP Established 1891
Awarded to young men with financial need studying for the Ministry.

Need-Based Scholarship Funds

MOLLIE B. ABER ENDOWED SCHOLARSHIP Established 1992
Awarded to students with financial need.

THE GEORGE I. ALDEN SCHOLARSHIP Established 1986
Awarded to highly qualified students with financial need.

ROBERT C. & CAROL G. ALEXANDER SCHOLARSHIP Established 1966
Awarded to students with financial need.

JOHN W. AND MARY ANDERSON ALFORD ENDOWED PROGRAM FOR INTERNATIONAL STUDENTS Established 1983

Support for international students with preference to those from the Far East.

ALUMNI MEMORIAL SCHOLARSHIP Established 1972

Awarded to students with financial need.

AMERICAN BAPTIST CONVENTION SCHOLARSHIP Established 1960

Awarded to students with financial need.

AMERICAN COMMONS CLUB SCHOLARSHIP Established 1970

Awarded to students with financial need.

TURPIN C. AND CHARLOTTE THOMAS BANNISTER SCHOLARSHIP Established 1989

Awarded to students with financial need who demonstrate significant academic promise and interest. Descendants receive preferential treatment.

EUGENE J. & MARGARET GOOCH BARNEY SCHOLARSHIP Established 1969

Awarded to students with financial need.

WILLIAM T. & MAUDE FIRTH BAWDEN SCHOLARSHIP Established 1964

Awarded to students with financial need.

CONNIE AND FRANCIS BAYLEY SCHOLARSHIP Established 1991

Awarded to students with financial need.

RONALD S. BEARD ENDOWED SCHOLARSHIP FUND Established 1988

Awarded to international students with financial need.

ANNA B. BEATTIE SCHOLARSHIP Established 1966

Awarded to students with financial need.

BLANCHE D. BEATTIE SCHOLARSHIP Established 1962

Awarded to students with financial need.

JOHN W. BEATTIE SCHOLARSHIP Established 1962

Awarded to students with financial need.

FREDERICK P. & MARY T. BEAVER SCHOLARSHIP Established 1943

Awarded to students with financial need.

MARY F. & FRED W. BENJAMIN MEMORIAL SCHOLARSHIP Established 1959

Awarded to students with financial need.

BLACK ALUMNI SCHOLARSHIP IN MEMORY OF CHARLES S. THOMPSON '74 Established in 1983

Awarded to black sophomore and junior students with financial need who exhibit community service to the Denison community and the Black Student Union.

ERNEST C. & MARIE T. BRELSFORD SCHOLARSHIP Established 1963

Awarded to students with financial need.

MILLARD BRELSFORD MEMORIAL SCHOLARSHIP Established 1951

Awarded to students with financial need who are members of the Baptist faith.

BRICKER SCHOLARSHIP Established 1972
Awarded to students with financial need.

SAMUEL B. BRIERLY MEMORIAL SCHOLARSHIP Established 1938
Awarded to students with financial need.

SUSAN BROADHURST SCHOLARSHIP Established 1997
Awarded to students with financial need.

BURRITT JOHNSTON BROTHERTON MEMORIAL SCHOLARSHIP Established 1973
Awarded to students with financial need.

LESTER C. & NELL S. BUSH SCHOLARSHIP Established 1944
Awarded to students with financial need.

HAROLD AND MARY E. CAIN SCHOLARSHIP Established 1980
Awarded to students in Music.

CARNAHAN-JACKSON SCHOLARSHIP Established 1986
Awarded to students with financial need who are majoring in the Humanities, with first preference given to students from Jamestown and western New York area.

WELLS A. & CYNTHIA ALDRICH CHAMBERLAIN SCHOLARSHIP Established 1920
Awarded to students with financial need.

WILLIS A. & FRANCES W. CHAMBERLIN SCHOLARSHIP Established 1941
Awarded to students of high scholarship majoring in the Humanities.

DAVID A. CHAMBERS SCHOLARSHIP Established 1986
Awarded to students with financial need.

EDWARD J. AND JOHN A. CHERNEY MEMORIAL SCHOLARSHIP Established 1995
Awarded to students with financial need.

CLASS OF 1912 SCHOLARSHIP Established 1972
Awarded to students with financial need.

CLASS OF 1913 SCHOLARSHIP Established 1938
Awarded to students with financial need with preference to children of class members.

CLASS OF 1917 WAR MEMORIAL SCHOLARSHIP Established 1937
Awarded to students with financial need with preference to children of class members.

CLASS OF 1924 SCHOLARSHIP
Awarded to students with financial need.

CLASS OF 1926 SCHOLARSHIP Established 1976
Awarded to students with financial need.

CLASS OF 1927 SCHOLARSHIP Established 1977
Awarded to students with financial need.

CLASS OF 1928 SCHOLARSHIP Established 1928
Awarded to students with financial need.

CLASS OF 1929 SCHOLARSHIP Established 1939
Awarded to students with financial need with preference to children of class members.

CLASS OF 1932 50TH REUNION GIFT
Awarded to students with financial need.

CLASS OF 1934 ENDOWED SCHOLARSHIP FUND Established 1984
Awarded to students with financial need.

CLASS OF 1937 SCHOLARSHIP Established 1987
Awarded to students with financial need.

CLASS OF 1938 SCHOLARSHIP Established 1988
Awarded to students with financial need

CLASS OF 1940 SCHOLARSHIP Established 1991
Awarded to students with financial need.

CLASS OF 1941 SCHOLARSHIP Established 1991
Awarded to students with financial need.

CLASS OF 1942 SCHOLARSHIP Established 1993
Awarded to students with financial need.

CLASS OF 1944 SCHOLARSHIP Established 1995
Awarded to students with financial need.

CLASS OF 1947 SCHOLARSHIP Established 1999
Awarded to students with financial need.

ELIZABETH PLATT CLEMENTS SCHOLARSHIP Established 1975
Awarded to students with financial need.

EDWARD TAYLOR CLISSOLD MEMORIAL SCHOLARSHIP Established 1948
Awarded to students with financial need.

TRISTRAM P. COFFIN SCHOLARSHIP Established 1993
Awarded to juniors/seniors with financial need who are making good academic progress.

BLANCHE LEMERT COPELAND SCHOLARSHIP Established 1947
Awarded to students with financial need with preference given to students from Crawford County, Ohio.

KATHLEEN S. AND FREDERICK C. CRAWFORD SCHOLARSHIP Established 1988
Awarded to students with financial need, preferable to descendants of John and Martha Coolidge.

GERALDINE H. CROCKER SCHOLARSHIP Established 1968
Awarded to students in areas related to speech aid.

JAMES P. HUCHISON/LIONEL G. CROCKER ENDOWED SCHOLARSHIP Established 1988
Awarded to a rising senior majoring in Communication with demonstrated financial need.

SAMUEL S. AND JEANETTE ALBIEZ DAVIS WORK SCHOLARSHIP Established 1988
Awarded to student workers on the staff of Denison University primarily in facility renewal and grounds conservation and improvement.

DR. ALBERT W. & IDA C. DAVISON SCHOLARSHIP Established 1981
Awarded to a Chemistry major with financial need who intends to enter the teaching profession.

JOHN H. DOYLE SCHOLARSHIP Established 1928
Awarded to worthy students from Toledo, Ohio.

MILTON P. ELBERFELD SCHOLARSHIP Established 1970
Awarded to students who have obtained a high level of achievement in both scholarship and athletics.

EMERITUS FACULTY SCHOLARSHIP Established 1994
Honors one member of the emeriti faculty each year. Awarded to students with financial need who demonstrate an interest in that emeritus faculty member's field of study.

ELIZABETH S. EWART SCHOLARSHIP Established 1924
Awarded to students with financial need.

FRANK C. EWART MEMORIAL SCHOLARSHIP Established 1951
Awarded on the basis of financial need to qualified students who are Christians.

THOMAS EWART FUND SCHOLARSHIP Established 1977
Awarded to students with financial need.

MINNIE FARNER-MILLER SCHOLARSHIP Established 1958
Awarded to students with financial need.

SCOTT M. FASSLER SCHOLARSHIP FUND Established 2001
Awarded to students with financial need.

LELIA MILWARD FIRTH SCHOLARSHIP Established 1962
Awarded to students with financial need.

RAY C. FISH SCHOLARSHIP Established 1961
Awarded to students with financial need.

DONALD R. FITCH SCHOLARSHIP Established 1988
Awarded to students with financial need with preference to members of Gamma Xi Chapter of Kappa Sigma Fraternity.

WALTER LEROY FLORY SCHOLARSHIP Established 1951
Awarded to a senior showing great promise of professional success and leadership based on scholastic record.

DORA A. FORSYTHE SCHOLARSHIP Established 1949
Awarded to students with financial need.

CLARENCE L. FOX MEMORIAL SCHOLARSHIP Established 1948
Awarded to students with financial need.

ROBERT K. FOX SCHOLARSHIP Established 1945
Awarded to students with financial need.

OLIVE A. FRANZ MEMORIAL SCHOLARSHIP Established 1979
Awarded to students with financial need.

DOUGLAS A. FREEDMAN ENDOWED SCHOLARSHIP Established 1991
Awarded annually to a student who demonstrates financial need.

THE GAR FOUNDATION SCHOLARSHIP Established 1985
Awarded to highly academically qualified students with financial need from the Akron area or N.E. Ohio.

GENERAL SCHOLARSHIP Established 1963
Awarded to students with financial need.

FLORENCE L. GENTILI SCHOLARSHIP Established 1997
Awarded to a female student from Chicago with financial need.

LOUIS R. GENTILI ENDOWED SCHOLARSHIP FUND Established 2001
Awarded to students with financial need.

ROBERT AND NANCY GOOD SCHOLARSHIP FOR MINORITY STUDENTS Established 1984
Awarded to freshmen minority students with financial need.

STEVE R. GORDY AND PATRICIA LEONARD GORDY SCHOLARSHIP Established 1986
Awarded to two (2) students with financial need pursuing a course of study in the Humanities in the names of Steve R. and Patricia Leonard Gordy respectively.

DAVID E. GREEN MEMORIAL SCHOLARSHIP Established 1963
Awarded to students with financial need.

ARTHUR GREGORY MEMORIAL SCHOLARSHIP FUND Established 1984
Awarded to students with financial need.

PAUL AND JILL GRIESSE SCHOLARSHIP Established 1993
Awarded to students with financial need from India.

VIRGINIA L. GRIGSBY SCHOLARSHIP Established 1986
Awarded to students with financial need.

G. O. GRISWOLD SCHOLARSHIP Established 1945
Awarded to students with financial need.

ROBERT F. & MARGARET E. HAMILTON SCHOLARSHIP Established 1988
Awarded to students with financial need.

SADAMOTO HARITO INTERNATIONAL STUDENT SCHOLARSHIP Established in 1995
Awarded to international students with financial need.

DR. LAURA C. HARRIS SCHOLARSHIP Established 1990
Awarded to women with financial need in science, English and music.

DAVID C. & JUNE ROBION HAYNES SCHOLARSHIP Established 1981

Awarded to students with financial need.

EDWARD F. HEEKIN JR. MEMORIAL SCHOLARSHIP Established 1996

Awarded to students with financial need.

PAUL E. HENDERSON MEMORIAL SCHOLARSHIP Established 1973

Awarded to students with financial need.

MARGARET B. HENDRICHS SCHOLARSHIP Established 1985

Awarded to students with financial need.

ALBERT M. HIGLEY MEMORIAL SCHOLARSHIP Established 1971

Awarded to students with financial need.

KKH SCHOLARSHIP FUND Established 1992

Awarded to students with financial need.

TAH SCHOLARSHIP FUND Established 1992

Awarded to students with financial need.

WAH SCHOLARSHIP FUND Established 1992

Awarded to students with financial need.

DAVID TIN HLA MEMORIAL SCHOLARSHIP Established 1965

Awarded to students with financial need.

FREDERICK T. HOLDEN ENDOWED SCHOLARSHIP Established 1994

Awarded to Geosciences majors with financial need.

MASUO S. AND KIYO A. HOSHIDE MEMORIAL SCHOLARSHIP Established 1946

Awarded to students with financial need.

STANLEY HUFF SCHOLARSHIP Established 1997

Awarded to minority students with financial need.

HUFFMAN ESTATE SCHOLARSHIP Established 1986

Awarded to students with financial need.

BLANCHE McCOY HUMPHREYS SCHOLARSHIP Established 1955

Awarded to students with financial need.

H. RHODES HUNDLEY MEMORIAL SCHOLARSHIP Established 1959

Awarded to students with financial need.

EMORY W. HUNT MEMORIAL SCHOLARSHIP Established 1951

Awarded to students with financial need.

STANLEY E. JOHNSON, JR. AND GAYE S. JOHNSON ENDOWED PRE-LAW SCHOLARSHIP Established 1984

Awarded to a junior with financial need with the desire to enter the practice of law.

PHYLLIS F. JOLLAY MEMORIAL SCHOLARSHIP Established 1993
Awarded to students with financial need, with first preference to a member of Delta Delta Delta. Second preference will be given to a performing arts major.

JONES-MINIGER SCHOLARSHIP Established 1982
Awarded to students with financial need.

LEONARD H. JORDAN SR. SCHOLARSHIP FUND Established in 1993
Awarded to students with financial need. First preference to students with children.

MARTIN LUTHER KING JR. MEMORIAL SCHOLARSHIP Established 1968
Awarded to Black students with financial need.

HERMAN L. & JOHN A. KLEIN SCHOLARSHIP Established 1966
Awarded to English majors.

A. BLAIR KNAPP MEMORIAL SCHOLARSHIP Established 1968
Awarded to students with financial need.

ALFRED W. LEVER - TRAVEL SCHOLARSHIP Established 1970
Awarded to students with financial need.

CHARLES T. LEWIS SCHOLARSHIP Established 1928
Awarded to students with financial need.

MADELYN LOCKHART ENDOWED SCHOLARSHIP Established 1994
Awarded to female students with financial need.

FRANK and BLANCHE LONGABAUGH SCHOLARSHIP Established 1990
Awarded to students with financial need.

DR. BETTY LOVELACE SCHOLARSHIP Established 1998
Competitive, awarded to students of color.

NANCY AND ROGER M. LYNCH ENDOWED SCHOLARSHIP FUND Established 1993
Awarded to students with financial need.

ALICE HUTCHISON LYTLE SCHOLARSHIP Established 1970
Awarded to students with financial need.

MARIMAC SCHOLARSHIP FUND Established 1982
Awarded to students with financial need with interest in the fine arts.

GWENDOLYN C. MARTIN SCHOLARSHIP Established 1974
Awarded to full-time students with financial need in Fine Arts with preference to students of Music.

SHARON SMITH MARTIN ENDOWED SCHOLARSHIP Established 1999
Awarded to students with high academic promise and financial need

MATTHEWS SCHOLARSHIP FUND Established 1964
Awarded to students with financial need.

JOHN & RUTH McCAMMON SCHOLARSHIP Established 1988
Awarded to students with financial need who are majoring in Biology.

JOSEPH B. MCCLELLAND ENDOWED SCHOLARSHIP Established 1997
Awarded to students with financial need who are majoring in Chemistry, Physics or Biology.

WILLIAM T. AND JANE COOK McCONNELL SCHOLARSHIP Established 1994
Awarded to Newark, Ohio, high school students with financial need.

MCLENNAN/BUBB FAMILY SCHOLARSHIP Established 1997
Awarded to students with financial need.

THOMAS S. McWILLIAMS MEMORIAL SCHOLARSHIP Established 1983
Awarded to students with financial need.

ANDREW S. AND ANNA MEERIS MATTHEWSON SCHOLARSHIP Established 1987
Awarded to students with financial need.

EDWARD K. AND JEAN E. MEIER ENDOWED SCHOLARSHIP Established 1997
Awarded to students with financial need.

MEIER FAMILY ENDOWED SCHOLARSHIP Estabished 1993
Awarded to a student with financial need.

E. STANLEY MELICK SCHOLARSHIP FUND IN THE BIOLOGICAL AND PHYSICAL SCIENCES Established 1984
Awarded to a student with financial need and academic excellence in science and mathematics and with scientific potential.

MINORITY AND FOREIGN STUDENT SCHOLARSHIP Established 1988
Awarded to minority and foreign students with financial need.

BENJAMIN A. MOLLETT MEMORIAL SCHOLARSHIP Established 1986
Awarded to students with financial need with first preference to students from central Illinois.

MALCOLM J. AND ELIZABETH OSMOND MOSHIER SCHOLARSHIP Established 1981
Awarded to students with financial need with first preference to descendants of Malcolm J. and Elizabeth O. Moshier, second preference to physical education majors, third to a deserving Denison student.

LESLIE B. MOSS SCHOLARSHIP Established 1950
Awarded to students of missionary ministerial parents.

ROURK J. "RORY" MULLEN SPORTS MEDICINE SCHOLARSHIP Established 1985
Awarded to students with financial need on the basis of academic promise with preference to students intending to follow a career in Sports Medicine.

DAVID M. MUSCHNA MEMORIAL SCHOLARSHIP Established 1972
Awarded to students with financial need.

N. W. NEPTUNE SCHOLARSHIP Established 1942
Awarded to students with financial need.

LELIA NICHOLS SCHOLARSHIP Established 1971
Awarded to an Ohio resident who writes the best essay on the history of the State of Ohio.

LAVERNE NOYES FOUNDATION SCHOLARSHIP Established 1938
Awarded to descendants of World War I Army and Navy personnel.

DR. MARY JANE OESTMANN ENDOWED SCHOLARSHIP FOR THE PHYSICAL AND MATHEMATICAL SCIENCES Established 1991
Awarded to a junior or senior student demonstrating academic achievement and financial need, first preference to a student with financial need majoring in mathematical or physical sciences.

JOHN J. AND ELIZABETH E. O'NEILL SCHOLARSHIP Established 1997
Awarded to students with financial need; first preference to students from Ohio

FRANK C. ONSTOTT SCHOLARSHIP Established 1966
Awarded to students with financial need.

PEABODY INTERNATIONAL CORP. ENDOWED SCHOLARSHIP Established 1981
Awarded annually to students with financial need; first preference to members of Peabody International employee families.

RICHARD D. PERKINS MEMORIAL SCHOLARSHIP Established 1977
Awarded to students with financial need.

KENT A. PFEIFFER SCHOLARSHIP FUND Established 1979
Awarded annually to student-athletes with financial need.

WILBUR R. POWERS SCHOLARSHIP FUND Established 2002
Awarded to students from Licking County with financial need.

ALLEN T. PRICE MEMORIAL SCHOLARSHIP FUND Established 1983
Awarded to students with financial need with preference to history majors.

WELSH HILLS PRICES SCHOLARSHIP Established 1924
Awarded to students preparing for Christian service.

CHARLES W. PRINE AND FAMILY SCHOLARSHIP Established 1980
Awarded to students with high academic promise and financial need from a rural or farm area in Ohio or Pennsylvania.

JOANN HAWKINS QUEENAN ENDOWED SCHOLARSHIP Established 1995
Awarded to students with financial need.

READERS DIGEST FOUNDATION SCHOLARSHIP Established 1965
Awarded to students with financial need.

MARTHA GRACE REESE AND THEKLA R. SHACKELFORD THEATRE SCHOLARSHIP Established 1973
Awarded to Theatre-oriented students.

CAROL REED MEMORIAL SCHOLARSHIP Established 1983
Awarded to students with financial need.

MRS. HARRIETT ROSE BEAM RICKETTS AND JAMES T. RICKETTS SCHOLARSHIP Established 1997
Awarded to students with financial need.

JOAN ROBINSON SCHOLARSHIP Established 1986
Awarded to junior or senior women who best exemplify the role of women in furthering the free enterprise system.

CONRAD E. RONNEBERG SCHOLARSHIP Established 1956
Awarded to foreign students on the basis of financial need.

GEORGE M. AND HARRIETTE M. ROUDEBUSH SCHOLARSHIP Established 1943
Awarded to students with financial need with preference given to students who participate in athletics.

EDSON RUPP MEMORIAL SCHOLARSHIP Established 1961
Awarded to students with financial need.

JAMES B. SAYERS, JR. MEMORIAL SCHOLARSHIP Established 1970
Awarded to students with financial need.

MARTHA MONTGOMERY SCHURZ SCHOLARSHIP Established 1988
Awarded to students with financial need who are majoring in English.

JAMES AND PAULINE PITTS SCOTT SCHOLARSHIP Established 1983
Awarded to students with financial need.

WALTER SECOR SCHOLARSHIP Established 1995
Awarded to students with financial need majoring in a modern language.

ROBERT J. SEPESSY MEMORIAL SCHOLARSHIP Established 1994
A renewable fund awarded to an incoming first-year student with financial need.

THOMAS R. SHEPARD MEMORIAL SCHOLARSHIP Established 1974
Awarded to students with financial need.

VINTON R. SHEPARD MEMORIAL SCHOLARSHIP Established 1963
Awarded to an English major on the basis of financial need.

ELIZA SMART SHEPARDSON SCHOLARSHIP Established 1939
Awarded to a woman student with major or general interest in Music, demonstrating financial need.

FRANCIS W. SHEPARDSON MEMORIAL SCHOLARSHIP Established 1944
Awarded to students with financial need.

GEORGE DeFREESE SHEPARDSON MEMORIAL SCHOLARSHIP Established 1969
Awarded to students in the field of Science on the basis of financial need.

HARRIET KING SHEPARDSON MEMORIAL SCHOLARSHIP Established 1969
Awarded to students in the field of English or Dramatics on the basis of financial need.

SHORNEY MEMORIAL SCHOLARSHIP Established 1938
Awarded to students with financial need.

ERI J. SHUMAKER MEMORIAL SCHOLARSHIP Established 1964
Awarded to students with financial need.

FRANKLIN G. SMITH SCHOLARSHIP Established 1957
Awarded to students with financial need.

LOREN E. & MILDRED M. SOUERS SCHOLARSHIP Established 1982
Awarded to students with financial need.

AMANDA SPERRY SCHOLARSHIP Established 1936
Awarded to students with financial need.

DWIGHT SPESSARD MEMORIAL SCHOLARSHIP IN CHEMISTRY Established 1997
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Office of Financial Aid and Student Employment
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Tim Anderson (2000-), Asst. Professor of Communication
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Ryan T. Roth (2005-), Visiting Asst. Professor of Art, part-time
B.F.A., Valdosta State U.; M.F.A., U. of Georgia

Sandra Runzo (1986-), Assoc. Professor of English
B.A., West Virginia U.; M.A., Ph.D., Indiana U.

Robert S. Russo (1999-), Asst. Professor of Physical Education
B.S., Wilmington College; M.A., Miami U.

Karl Sandin (1989-), Assoc. Professor of Art
B.A., M.A., Ph.D., Rutgers U.

Eric Saranovitz (2005-), Instructor/Asst. Professor of Communication
B.A., Amherst College; M.A., Hebrew U.; Ph.D. candidate, New York U.

Jennifer B. Saunders (2005-), Instructor/Asst. Professor of Religion
B.A., Duke U.; M.A., U. of North Carolina; Ph.D. candidate, Emory U.

Donald G. Schilling (1971-), Charles and Nancy Brickman Distinguished Service Chair and Professor of History
B.A., DePauw U.; M.A., Ph.D., U. of Wisconsin

Eric J. Schurter (2005-), Visiting Asst. Professor of Chemistry and Biochemistry
B.S., U. of Minnesota; Ph.D., Purdue U.

Thomas D. Schultz (1990-), Tight Family Professor in the Natural Sciences and Professor of Biology
B.A., U. of Chicago; Ph.D., U. of Texas

Lynn C. Schweizer (1973-), Assoc. Professor of Physical Education
B.S., Ohio U.; M.A., Ohio State U.

Amy Scott-Douglass (2005-), Asst. Professor of English
B.A., M.A. English, M.A. Theatre, Bowling Green State U.; Ph.D., U. of Oklahoma

Julie Sievers (2004-), Asst. Professor of English
B.A., Valparaiso U.; M.A., Ph.D., U. of Texas, Austin

Margot Singer (2005-), Instructor/Asst. Professor of English
A.B., Harvard; M.Phil., Oxford U.; Ph.D., U. of Utah

John Sipes (2005-), Assoc. Professor of Theatre
B.A., Loyola U.; M.F.A., Indiana U.

Geoffrey R. Smith (2000-), Asst. Professor of Biology
B.A., Earlham College; Ph.D., U. of Nebraska, Lincoln

Mitchell Snay (1986-), Professor of History
B.A., U. of Michigan; Ph.D., Brandeis U.

Bonnie B. Sneed (2005-), Assoc. Professor of Music
B.M., Furman U.; M.M., Southern Methodist U.; D.M.A., Michigan State U.

Charles W. Sokolik (1993-), Assoc. Professor of Chemistry
A.B., Vassar College; Ph.D., U. of California, Los Angeles

Mark D. Sorensen (2005-), Visiting Asst. Professor of Theatre
B.F.A., U. of North Texas; M.F.A., U. of Cincinnati

Kimberly M. Specht (2003-), Asst. Professor of Chemistry
B.S., U. of Notre Dame; M.S., Ph.D., Princeton U.

L. Joy Sperling (1989-), Assoc. Professor of Art
M.A., M.F.A, Edinburgh U.; Ph.D., U. of California, Santa Barbara

Douglas J. Spieles (2002-), Asst. Professor of Environmental Studies
B.S., U. of Dayton; M.S., Ph.D., Ohio State

Jeffrey J. Sudol (2005-), Visiting Asst. Professor of Physics & Astronomy
B.A., Macalester College; Ph.D., U. of Wyoming

Kevin D. Svitana (2005-), Instructor/Asst. Professor of Geosciences
B.S., Juniata College; M.S., West Virginia U.; Ph.D. candidate, Ohio State U.

Michael S. Tangeman (2001-), Asst. Professor of Modern Languages
B.A., Denison U.; M.A., Ph.D., Ohio State U.

Bahram Tavakolian (1979-), Professor of Sociology/Anthropology
A.B., M.A., Ph.D., U. of California, Los Angeles

Samuel J. Thios (1972-), Professor of Psychology
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

Jeffrey S. Thompson (2003-), Asst. Professor of Biology
B.A., Kalamazoo College; Ph.D., U. of California, Los Angeles

Ann Townsend (1992-), Assoc. Professor of English Fall 08-06
B.A., Denison U.; M.A., Ph.D., Ohio State U.

8-06
Full ~~Sept~~

Marlene Tromp (1997-), Assoc. Professor of English and Director of Women's Studies
B.A., Creighton U.; M.A., U. of Wyoming; Ph.D., U. of Florida

Full 8-06

Mary Tuominen (1993-), John and Christine Warner Professor and Assoc. Professor of Sociology/Anthropology
B.A., Western Washington U.; M.A., Seattle U.; Ph.D., U. of Oregon

Cynthia Turnbull (1996-), Assoc. Professor of Theatre
B.S., Nebraska Wesleyan U., M.F.A., U. of Texas, Austin

Harold Van Broekhoven (1991-), Assoc. Professor of Religion
B.A., Wheaton College; Ph.D., Boston U.

James Van Reeth (1995-), Affiliated Studio Instructor of Music
B.M., Queens College, City U. of New York

Steven Vogel (1984-), Professor of Philosophy
B.A., Yale U.; M.A., Ph.D., Boston U.

C. Wesley Walter (1996-), Assoc. Professor of Physics and Astronomy
B.S., U. of Dallas; M.A., Ph.D., Rice U.

Anita Waters (1992-), Assoc. Professor of Sociology/Anthropology
B.A., Mary Washington College; M.A., M.Phil., Ph.D., Columbia U.

Christine L. Weingart (2002-), Asst. Professor of Biology
B.S., Mount Union College; Ph.D., Miami U.

Robert Weis (2005-), Asst. Professor of Psychology
A.B., U. of Chicago; M.A., Ph.D., Northern Illinois U.

Michael D. Westmoreland(1990-), Professor of Mathematics and Computer Science
B.A., Rice U.; Ph.D., U. of Texas

Henrietta L. Wiley (2004-), Asst. Professor of Religion
B.A., U. of North Carolina, Chapel Hill; M.A., Pacific School of Religion; Ph.D., Harvard U.

Kevin Wines (2000-), Affiliated Studio Instructor of Music
B.M., M.A., M.M., Ohio State U.

Eric Winters (1999-), Asst. Professor of Physical Education
B.A., Otterbein College; M.S., Ohio U.; Ph.D., Ohio State U.

Raymond Wise (2000-), Asst. Professor of Music
B.F.A., Denison U.; M.A., Ph.D., Ohio State U.

Marc Wiskemann (2003-), Asst. Professor of Cinema
B.A., B.S., U. of Texas, Austin; M.F.A., Florida State U.

Katie E. Wolff (2002-), Affiliated Studio Instructor of Music
B.M.E., B.M.P., Drake U.

Jethro Woodson (2004-), Affiliated Studio Instructor of Music
B.S., U. of Alabama; M.M., Yale U.; D.M.A., U. of Michigan

David O. Woodyard (1960-), Professor of Religion
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt U.

Lina Yoo (2005-), Asst. Professor of Biology
B.S., Duke U.; Ph.D., Washington U.

Andrea Ziegert (1997-), Assoc. Professor of Economics/Dir. of Service Learning
B.S., M.A., Miami U.; Ph.D., U. of North Carolina, Chapel Hill

Administration

Senior Staff

Dale T. Knobel, 1998 - President
B.A., Yale U.; Ph.D., Northwestern U.

David R. Anderson, 1999 - Provost
B.A., St. Olaf College; Ph.D., Boston College

C. Keith Boone, 1986 - Associate Provost
B.A., St. Meinrad College; M.A., Indiana U.; Ph.D., Emory U.

Julia Beyer Houpt, 2001- Vice President for University Resources and Public Affairs
B.A., Denison U.; J.D., U. of Southern California

Laurel Kennedy, 1990- Dean of First-Year Students
B.A., U. of Wisconsin; Ph.D., Ohio U.

Seth Patton, 1979 - Vice President of Finance and Management
B.S.Ed., M.S.Ed., Bowling Green State U.

Perry H. Robinson, 1988 - Vice President and Director of Admissions
A.B., Ripon College; M.S.Ed., U. of Wisconsin

Samuel J. Thios, 1972 - Vice President of Student Affairs and Dean of Students
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

Academic Support & Enrichment

Jennifer Grube Vestal, 1999 - Associate Dean of Students/Director of Academic Support & Enrichment
B.A., Miami U.; M.A., Ohio State U.

Abby M. Ghering, 2002 - Assistant Dean of Academic Support & Enrichment
B.A., M.S., Indiana University

Admissions

Christopher Cowie, 1998 - Senior Associate Director of Admissions
B.A., Bowling Green State U.; M.Ed., U. of Toledo

Nancy E. Gibson, 1997 - Senior Associate Director of Admissions
B.A., Capital U.

Michael S. Hills, 1994 - Senior Associate Director of Admissions/Coordinator of Volunteer Management
B.A., Hartwick College; Ed.M., Harvard U.

Josue Hurtado, 2003 - Admissions Counselor
B.A., Denison U.

Sarah H. Leavell, 1989 - Senior Associate Director of Admissions
A.B., Mt. Holyoke College

Ann Marie McIntyre, 1997- Senior Assistant Director of Admissions
B.A., Denison U.

Kimberly A. Parrill, 1996 - Assistant Director of Admissions
B.S., B.A., Ashland U., M.Ed., U. of Akron

Ben Pickrell, 1998 - Senior Assistant Director of Admissions
B.A., Denison U.

Janet T. Schultz, 1990 - Senior Associate Director of Admissions
B.A., University of Chicago; M.A., U. of Texas-Austin

Kim Showman, 1995- Associate Director and Manager of Internal Operations
B.S., Franklin U.

Affirmative Action and Diversity Programs

Lisa Scott, 2003- Director of Affirmative Action
B.A., Northeastern U.; M.Ed., Cambridge College; Doctoral Candidate, Union Institute and University

John W. Alford Center for Service-Learning

Andrea Ziegert, 1997- Director of Curricular Service-Learning
B.S., M.A., Miami U.; Ph.D., U. of North Carolina, Chapel Hill

Roberta Larson, 2001- Director of Community Service
B.A., M.S., Indiana University

Art Gallery

Alexandra R. Green, 2003 - Curator of Asian Art
B.A., Hamilton College; M.A., Ph.D., School of Oriental and African Studies, London

TBA Gallery Director

Athletics, Physical Education & Recreation

Larry Scheiderer, 1991- Director of Athletics, Physical Education & Recreation
B.S., Ohio U.; M.A., Central Michigan U.; Ph.D., Ohio U.

Holly Bruder, 2001 - Softball Coach
B.A., Alma College

Peter Burling, 1989 - Men's and Women's Tennis Coach
U.S.P.T.A. Level 1

Barry Craddock, 1999 - Baseball Coach
B.A., College of Wooster

John Crutcher, 2005- Asst. Football and Strength Coach
B.S., U. of Texas at El Paso; M.S., Eastern Kentucky U.

Craig Hicks, 2002 - Sports Information Director
B.S., M.S.Ed., Ashland U.

Frank Little, 2003 - Assistant Football Coach
B.S., Ashland U.

Matthew McGinnis, 2004 - Assistant Lacrosse Coach
B.S., Salisbury State U.; M.Ed., Wilmington College

Alberto Mendez, 2004 - Asst. Women's Soccer Coach and Asst. Sports Information Director
B.A., Ohio Wesleyan U.

David O'Daniel, 2001 - Asst. Swimming Coach
B.A., Ohio State U.

Kyle Pottkotter, 2002 - Head Golf and Asst. Men's Basketball Coach
B.S., Denison University; M.S., U.S. Sports Academy

Lynsey Pyle, 2001 - Asst. Volleyball and Asst. Softball Coach
B.A., Capital U.

Paula Soteriades, 2000 - Head Field Hockey and Asst. Women's Lacrosse Coach
B.S., Ohio U.

Auxiliary and Risk Management Services

Michael O. Frazier, 1983- Director of Auxiliary and Risk Management Services
B.A., M.S., Northern Illinois U.

Bookstore

Joseph E. Warmke, 1991- Manager of Bookstore and Business Services
B.B.A., M.A., Ohio U.

Campus and Residential Life

Sarah B. Westfall, 2000- Dean of Students
B.A., DePauw U.; M.S., Ph.D., Indiana U.

TBA Asst. Dean of Students/Director of Housing and Residential Life

Mary A. Cox, 2002 - Director for Alcohol, Drug and Health Education
B.S., Marshall U., B.S., West Virginia State College; M.S., Ph.D., West Virginia U.

TBA, Asst. Director of Residential Life, West Quad

Kristan Hausman, 2004 - Asst. Director of Residential Life, North Quad
B.A., M.A., Ohio State U.

Katie Schoonover, 2004 - Asst. Director of Residential Life, East Quad
B.S., M.S., Miami U.

Michael P. Zajac,, 2004- Asst. Dean of Students/Director of Judicial Affairs
B.A., Miami U.; M.A., Illinois State U.

Career Services

Pamela Allen, 1999 - Director of Career Services and Pre-Professional Adviser
B.A., M.Ed., Wichita State U.

Ryan Brechbill, 2002 - Assoc. Director
B.S., M.Ed., Bowling Green State U.

Maureen Feeney, 2000 - Asst. Director (Internship Programs)
B.A., U. of Dayton; M.S., Miami U.

Computing Services

Lisa M. Bazley, 2005- Director, Computing Services
B.S., B.A., M.B.A., Robert Morris U.

Janell K. Baran, 1998- Web Services Manager
B.A., St. Olaf College; M.A., U. of California San Diego

Teresa L. Beamer, 1981- Network and Systems Manager
B.B.A., Pacific Lutheran U.

Anne Crowley-Hatton, 2001- Instructional Technologist
B.A., John Carroll U.; M.I.A., Carleton U.

Douglas Davenport, 2000- Database Administrator
B.B.A., Kent State U.; M.B.A., Ashland U.

Judith deVore, 1988- Associate Director, Administrative Computing
B.S., M.A., U. of Oregon

Trent Edmunds, 2001- Instructional Technologist
B.F.A., Bowling Green State U.

Christian Faur, 2001- Digital Media Technologist
B.S., California State U., Northridge

Cheryl Johnson, 1999- Instructional Technologist and Director of the Modern Language Learning Lab.
B.A., Kenyon College; M.A., U. of Kansas

D. Charles Reitsma, 1988- Systems Engineer
B.S., Wheaton College (Illinois)

David Selby, 1995- Support Services Manager

Scott Siddall, 1999- Director of Instructional Technology and Asst. Provost for Instructional Resources
A.B., Case Western Reserve U.; Ph.D., Rosenstiel School of Marine and Atmospheric Science

Michael Testa, 2005- Technical Services Manager
B.S., B.A., M.B.A., Youngstown State U.; M.S.M., U. of Akron

Dining Services

TBA, General Manager

Carol Boyd, 1991- Director of Catering & Retail Operations

Finance and Management

Michael R Horst, C.F.A., 1996 - Director of Investments
B.A., Grove City College; M.B.A., Miami U.

Cathy M. Untied, C.P.A., 1991- Controller
B.S., Miami U.

Patrick Sahm, C.F.A., 2004- Manager of Investments
B.A., Denison U.; M.B.A., Michigan State U.

Financial Aid and Student Employment

Nancy Hoover, 1994- Director of Financial Aid
B.A., Blue Mountain College; M.Ed., U. of Mississippi

Susan Kannenwischer, 2001- Assoc. Director of Financial Aid
B.A., Concordia College

Brett Underhill, 2004- Financial Aid Counselor
B.A., Ohio U.

First-Year Programs

Laurel Kennedy 2002- Dean of First-Year Students
B.A., U. of Wisconsin; M.A., Ph.D., Ohio U.

Health and Counseling Center

Sonya M. Turner-Murray, 1997- Director of Health and Counseling Services
B.A., Lake Forest College; Psy.D., Illinois School of Professional Psychology

Margot David, 2003 - Staff Counselor
B.A., Bates College; Ed.M., Harvard Graduate School of Education; M.S.W., Smith School for Social Work

Timothy Durham, 2001- Staff Counselor
B.A., M.S.W., Ohio State U.

Sandra Jump, 1984- Asst. Director, Health Services
R.N., Riverside-White Cross School of Nursing; College Health Certification, ANCC

Charles Marty, 1984- Medical Director and University Physician
B.S., M.D., The Ohio State U.

Mary Thurlow-Collen, 1993- Certified Adult Nurse Practitioner
R.N., Presbyterian Hospital School of Nursing; B.S.N., East Carolina U.; M.S.N., Pace U.; N.P., Ohio State U.

Human Resources

William C. Acklin, 1976- Director of Human Resources
B.S., Ohio State U.; M.B.A., U. of Dayton

James P. Ables, 1995 - Associate Director of Human Resources
B.A., Buffalo State College; M.A., U. of Akron

Stephanie Agosta, 2002 - Wellness Coordinator
B.S., Bowling Green State U.; M.S., Ohio U.

Institutional Research

Todd M. Jamison, 2003- Director of Institutional Research
B.A., Anderson U.; M.A., Ball State U.; Ph.D., George Mason U.

Library

Lynn Scott Cochrane, 2000- Director of Libraries
B.A., U. of North Carolina-Charlotte; M.S., Catholic U. of America; Ph.D., Virginia Polytechnic Inst. and State U.

Nedda Ahmed, 2003 - Fine Arts Liaison Librarian
B.A., Wellesley College; M.L.S., SUNY Albany

Debra Andreadis, 2001- Science Liaison/Reference Librarian
B.S., Ohio State U.; M.S., M.S.,U. of Tennessee

Kevin Furniss, 2000- Cataloging/Systems Support Librarian
B.Ed., U. of Alberta; M.L.I.S., U. of Alberta

Earl Griffith, 1989- Head of Collection Development/Reference Librarian
B.A., Morehead State U.; M.L.S., U. of Kentucky; M.A., Bowling Green State U.

Heather Lyle, 2002 - University Archivist/Special Collections Librarian
B.A., Indiana U. of Pennsylvania; M.S.L.S., U. of Kentucky; M.A., West Virginia U.

Mary Prophet, 1980- Deputy Director
B.S., Alabama College; M.S., Wichita State U.; M.L.S., Kent State U.

Susan Scott, 1996- Head of Information Services
B.S., M.A., Ohio State U.; M.L.S., Kent State U.

Ann Watson, 1997- Head of Instruction and Access Services
B.A., West Virginia U.; M.L.S., Kent State U.; M.A., Ohio State U.

Multi-Cultural Affairs

Vincent L. Briley, 2003 - Director of Multi-Cultural Student Affairs
B.S.S, Ohio U.; M.A., Ohio State U.

Off-Campus Study

Andrew D. Law, 1990- Director of International and Off-Campus Study
B.A., Georgetown U.; Ph.D., U. of Minnesota

Physical Plant

Arthur J. Chonko, 1996- Director of Physical Plant
B.S.M.E., Ohio U.; P.E.

Purchasing

Veronica M. Hintz, 1990- Director of Administrative Services

M. Kathleen Arnholt 1981- Purchasing Agent
B.B.A., Ohio State U.

Registrar

Larry R. Murdock, 1971- Registrar
B.A., Waynesburg College; M.A., Ohio U.

Religious Life

Mark R. Orten, 2003- Director of Religious Life, Chaplain, Interim Advisor to Denison Hillel
B.A., U. of North Carolina; Associate B.S., Montreat-Anderson College; M.Div., Princeton Theological Seminary

Paul Enke, 2000- Roman Catholic Chaplain
B.A., College of St. Charles Borromeo; M.Div., Atheneum of Ohio - Mt. St. Mary's of the West

John L. Jackson, 1974 - Adjunct Chaplain
B.S., Miles College; M.Div., Harvard Divinity School; Ph.D., Ohio State U.

Harold Van Broekhoven, 2002 - Adjunct Chaplain
B.A., Wheaton College; Ph.D., Boston U.

David O. Woodyard, 1960- Adjunct Chaplain
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt Divinity School

Security and Safety

Garret Moore, 1999- Chief Campus Security and Safety
B.S., M.P.A., U. of Delaware

John A. Principe III, 2001- Environmental Health and Safety Officer
B.S., Wheeling Jesuit College

Slayter Union/Student Activities

John F. Beckman, 1995- Associate Dean of Students/Director of Slayter Union and Student Activities
B.A., Creighton U.; M.S., Emporia State U.

Ryan Koerner Hilperts, 2002- Assistant Director of Student Activities for Leadership
B.S.J., U. of Kansas; M.S., Miami U.

Nathan Hanke, 2002- Assistant Director of Student Activities for Programming
B.A., Baldwin-Wallace College; M.S., Western Illinois U.

Special Assistant to the President

Joyce E. Meredith, 2004- Secretary to the Board of Trustees
B.S., M.S., Purdue U.; Ph.D., Ohio State U.

University Resources and Public Affairs

Greg Bader, 2003- Assistant Director of the Annual Fund
B.A., Bowling Green State U.; M.A., Ohio State U.

Lyn B. Boone, 1988- Senior Development Officer, Foundation and Corporate Relations
A.B., M.A., Indiana U.

Jonathan Bridge, 1990- Senior Development Officer
B.A., Denison U.

Steven R. Crawford, 2005- Associate Director of Alumni Affairs
B.A., Capital U.; M.A., Ohio State U.

Stewart B. Dyke, 1983- Director of Public Affairs
B.J., U. of Missouri

Sandy Peeler Ellinger, 1992- Director of Alumni Affairs
B.A., Denison U.

Roberta J. Falquet, 1989- Senior Development Officer
B.S., Bowling Green State U.

Mary Frazell, 1997-2000, 2002- Assistant Director for Donor Relations/Special Events
B.A., Denison U.

Colleen Garland, 1992-1999, 2003 - Senior Development Officer
B.A., Ohio State U.

John R. Hire, 1974- Senior Associate Director of Public Affairs; New Media Editor
B.S., Ohio State U.

Marcia D. Koester, 2005- Associate Vice President/Director of Major and Planned Giving
B.A., Grinnell College

Frank C. Loucka, 2005- Director of Information Services
B.A., Kent State U.

Karen McPeak, 1999- Assistant Director for Stewardship
B.A., Capital U.

Fleur W. Metzger, 1985- Associate Director of Public Affairs; Publications Editor
B.S., Northwestern U.

Nancy Noecker, 1979- Associate Director of the Annual Fund/Parent Programs
B.S., Ohio State U.

Paul Pegher 2003 - Editor, Denison Magazine
B.S.J., Ohio U.

William A. Robbins, 2002- Associate Director of Information Services
B.A., Capital U.

Robert G. Seith, 1978-84, 1989- Advancement Communications Manager
B.A., Denison U.; M.A., U. of Arkansas

Gregory J. Sharkey, 1995- Senior Development Officer and Director of Planned Giving
B.A., Denison U.; J.D., Villanova U.

Curtis A. Thompson, 1979- Director of Major and Planned Giving and Campaign Director
B.S., Northern State University; M.S., U. of Oregon

Mariah A. Wright, 2000 - Director of the Annual Fund
B.A., Hiram College

TBA, Assistant Director of the Annual Fund

Women's Programs

John F. Beckman, 1995- Associate Dean of Students
B.A., Creighton U.; M.S., Emporia State U.

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Denison University 2005-2006 Academic Calendar

Fall Semester — 2005

August	29	Monday	Registration, classes begin - 8:30 a.m.
October	7-9	Friday-Sunday	Parents Weekend
October	14-15	Friday-Saturday	Board of Trustees meetings
October	17	Monday	Midsemester grades due
October	21-22	Friday-Saturday	Homecoming
November	3-18		Pre-registration for Spring Semester
November	18	Friday	Thanksgiving vacation begins at the end of classes
November	28	Monday	Classes resume - 8:30 a.m.
December	9	Friday	Classes end
December	10-11	Saturday-Sunday	Reading and study days
December	12-13	Monday-Tuesday	Final examinations
December	14	Wednesday	Reading and study day
December	15-17	Thursday-Saturday	Final examinations
December	18	Sunday	Residence halls close - 12 noon

Spring Semester — 2006

January	16	Monday	Registration, classes begin - 8:30 a.m.
January	23	Monday	Martin Luther King Jr. Day observed (no classes)
January	27-28	Friday-Saturday	Board of Trustees meetings
March	8	Wednesday	Midsemester grades due
March	10	Friday	Spring vacation begins at the end of classes
March	20	Monday	Classes resume - 8:30 a.m.
April	3-14		Pre-registration for Fall Semester 2006
April	10	Monday	Honors Projects due
April	21-22	Friday-Saturday	Board of Trustees meetings
May	1	Monday	Classes end
May	2	Tuesday	Reading and study day
May	3-5	Wednesday-Friday	Final examinations
May	6-7	Saturday-Sunday	Reading and study days
May	8-9	Monday-Tuesday	Final examinations
May	13	Saturday	Baccalaureate Services - 1:30 and 4 p.m.
May	14	Sunday	Commencement Exercises - 12:30 p.m.

DENISON INTERNSHIP PROGRAM

May	15	Monday	Denison Internship Program begins
June	16	Friday	Denison Internship Program reports due for transcript reporting

DENISON UNIVERSITY
Office of Admissions
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Granville, Ohio 43023

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